



Comprehensive Needs Assessment 2022 - 2023 District Report



Thomasville City

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.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Raymond Bryant Jr.
Multiple Program(s)	Federal Programs Director	Jennifer Turnbull
Multiple Program(s)	Curriculum Director	Sharonda Wilson, Clark Harden
Multiple Program(s)	School Leader (#1)	Brian Beaty
Multiple Program(s)	School Leader (#2)	Courtney Davenport
Multiple Program(s)	Teacher Representative (#1)	Raquel Lundy, Levada Laing
Multiple Program(s)	Teacher Representative (#2)	Cheri Campbell
McKinney-Vento Homeless	Homeless Liaison	Tina McBride
Neglected and Delinquent	N&D Coordinator	Jennifer Turnbull
Rural	REAP Coordinator	Jennifer Turnbull
Special Education	Special Education Director	Dr. Rhoda Gouin
Title I, Part A	Title I, Part A Director	Jennifer Turnbull
Title I, Part A	Family Engagement Coordinator	Jennifer Turnbull
Title I, Part A - Foster Care	Foster Care Point of Contact	Jennifer Turnbull
Title II, Part A	Title II, Part A Coordinator	Jennifer Turnbull
Title III	Title III Director	Jennifer Turnbull
Title IV, Part A	Title IV, Part A Director	Jennifer Turnbull
Title I, Part C	Migrant Coordinator	Jennifer Turnbull

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	N/A
Multiple Program(s)	Testing Director	Katie McCloud
Multiple Program(s)	Finance Director	Kimberly NeSmith
Multiple Program(s)	Other Federal Programs Coordinators	Dr. Rhoda Gouin
Multiple Program(s)	CTAE Coordinator	Shamane Taylor
Multiple Program(s)	Student Support Personnel	Tina McBride

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Nathan Espy
Multiple Program(s)	High School Counselor / Academic Counselor	Melanie Carter
Multiple Program(s)	Early Childhood or Head Start Coordinator	Catherine Swain
Multiple Program(s)	Teacher Representatives	LaTonya Bennett
Multiple Program(s)	ESOL Teacher	Sara Frances Liles
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	Jennifer Turnbull
21st CCLC	21st CCLC Program Director	Lisa Billups
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Laquita Mobley
Migrant	Preschool Teacher	N/A
Special Education	Student Success Coach (SSIP)	N/A
Title II, Part A	Human Resources Director	Carla DuBose
Title II, Part A	Principal Supervisors	Carla DuBose
Title II, Part A	Professional Learning Coordinators	Sharonda Wilson
Title II, Part A	Bilingual Parent Liaisons	Silvestre Serrano
Title II, Part A	Professional Organizations	Kathy Megahee/Rotary Club/Kiwanis
Title II, Part A	Civil Rights Organizations	NAACP/Lucinda Brown
Title II, Part A	Board of Education Members	Kejar Butler, Cory Sumner, Karen Kelson, Brittany Glass, Dr. Mary R. Williams-Scruggs, Dr. Hazel T. Jones, Mr. Russell Beckham
Title II, Part A	Local Elected/Government Officials	Stephan Thompson
Title II, Part A	The General Public	1
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	N/A
Title III	Representatives from Businesses Employing Non-English Speakers	Silvestre Serrano
Title IV, Part A	Media Specialists/Librarians	Michele Sedam
Title IV, Part A	Technology Experts	Chris Upton
Title IV, Part A	Faith-Based Community Leaders	Rev. Henry Curnell

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.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Serenity Williams, Thomas Speed
Multiple Program(s)	Private School Officials	Melissa Clark
Migrant	Out-of-School Youth and/or Drop-outs	Melanie Carter
Title I, Part A	Parent Representatives of Title I Students	Jodi Snipes
Title I, Part A - Foster Care	Local DFCS Contacts	Ron Ross
Title II, Part A	Principals	Emily Newman
Title II, Part A	Teachers	Sissy Faulk
Title II, Part A	Paraprofessionals	Elaine Hall
Title II, Part A	Specialized Instructional Support Personnel	Sissy Faulk
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Lisa Billups
Title I, Part A	Parents of English Learners	Silvestre Serrano

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Jennifer Hand
Multiple Program(s)	Technical, College, or University Personnel	Melanie Martin
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Paula Bacon, Karen Glaze
21st CCLC	21st CCLC Advisory Council Members	N/A
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Rachel Bynum
Migrant	Migrant PAC Members	N/A
Migrant	Local Farmer, Grower, or Employer	N/A
Migrant	Family Connection Representatives	Kathy Megahee

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	N/A
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	N/A
Migrant	Boys and Girls Club Representatives	Lisa Billips
Migrant	Local Health Department Representatives	Carolyn Simmons
Migrant	ABAC MEP Consortium Staff	Maria Velasquez
Migrant	Migrant High School Equivalence Program / GED Representatives	Maria Velasquez
Migrant	College Assistance Migrant Programs	Maria Velasquez
Neglected and Delinquent	Residential Facility(ies) Director(s)	Arlisha Wildgoose
Special Education	Parents of a Student with Disabilities	Jodi Snipes
Special Education	Parent Mentors	N/A
Title II, Part A	School Council Members	Emily Newman

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	<ul style="list-style-type: none"> The district leadership team is comprised of a diverse group from the district and school level participants. The team typically meets monthly to review progress towards district goals. As part of the comprehensive needs assessment process, the team was divided into groups and were asked to solicit feedback from all stakeholders. Representatives from all school levels were included in the team meetings. In addition, personnel from other departments including school nutrition, technology, maintenance, transportation, and parent groups were included in order to form an inclusive group with varied perspectives.
---	---

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?	<p>Meetings were conducted for the five systems of the comprehensive needs assessment. Stakeholders were provided opportunity to give input during each of the meetings. Input from stakeholders was gathered through surveys. In addition, information regarding the CNA and District Improvement Plan was presented in scheduled face to face meetings and virtual meetings and feedback was requested through an online form. The public was invited for a stakeholder input/feedback virtual session in the spring. (Personalized invitations were sent to key external stakeholders.) Finally, the documents were posted on the district website for public comment. Throughout the year, Thomasville City Schools hosts Community Work Sessions and other parent engagement activities, in which we are constantly asking for input to help us identify our strengths, weaknesses, opportunities,</p>
--	---

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 District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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 District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	✓
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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 District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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 District Performance Standard (GDPS). 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

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	✓
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	✓
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	✓
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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 District Performance Standard (GDPS). 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

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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>What perception data did you use? [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>Perception Data</p> <p>Thomasville City Schools captured perception data using surveys provided to all parents, faculty and staff. In addition, perceptual data from the well-being assessment along with group discussion from community sessions and parent advisory sessions were part of the data. Lastly, a brief overview of the positive results from the FY21 Student Health Survey was provided.</p> <p>Teacher Survey-Responses</p> <p>As part of the FY23 Comprehensive Needs Assessment Process, a survey was sent to 230 teachers in Thomasville City Schools. Of the 230 surveys sent, 92 teachers responded. The survey produced the following information:</p> <ul style="list-style-type: none"> ● When teachers were asked how to retain highly qualified teachers, results showed the importance of increased planning time and increased supplemental pay or benefits in order to retain teachers ● Results indicate that 80% of teachers feel that they have a voice concerning the instructional needs in their school. ● When teachers were asked how often student data or other pertinent school data was used to drive instruction in the classroom/school, 60% responded weekly, 14% monthly and the other 20% of teachers review data quarterly or once a semester. ● When teachers were asked to rate whether their school develops and communicates expectations for implementing curriculum, instruction and assessment practices, 84% of teachers rated their schools exemplary or operational. 16% felt that their school was emerging or not evident in this area. ● In the survey, teachers were asked if their school uses data-driven, consensus oriented process to develop and implement a school-improvement plan that is focused on student performance. 82% of teachers agreed that the school improvement plans developed have appropriate goals and strategies that increase student performance with a plan that consistently guides the work of the school staff. ● Teachers were asked what academic content area teachers would like professional learning (PL) to enhance their capacity as a teacher. The following PL needs were ranked the highest: <ul style="list-style-type: none"> ● Accommodation (Differentiation) ● Technology for teachers ● Progress monitoring ● Interpreting data ● Becoming a school leader ● Effective Teaching Practices ● Active student engagement ● Motivating students <p>The teachers were asked to rate morale in their school and the district. The results were</p>
--	---

mixed with 59% feeling that morale is average to high and 41% feeling that morale was low.

Positive areas from the Georgia Student Health Survey 2021:

- Majority of the students who took the Health Survey felt connected to their schools, felt successful, got along with peers and generally felt safe in their school environment.

Well Being Assessment

Below is a summary of the assessment that was given at Scholars Academy, MacIntyre Park Middle and Thomasville High School (2021-2022) a total of 653 student participated in the test.

- 15.11% report there are areas within the school where they felt unsafe (MPMS=17.86%, Scholars Academy=13.18%, THS=14.29%)
- 143 students reported they feel the classrooms are unsafe (MPMS=41, SA=66, THS=36).
- 33% of the students did not believe the school was doing everything they could to protect students from COVID-19 (MPMS=23.13%, SA=36.60%, THS =39.31%
- 54.78% of the students reported they felt that virtual school was not meeting the needs of the students (MPMS=57.89%, SA=48.41%, THS=58.04%).
- 45 students were identified as Level 1 of exhibited violence towards others/Anger (Level 1 is a priority level meaning a student answering any questions affirmatively is considered to have the highest potential for violence).
- 214 students were identified as Level 2 (Level 2 is medium to low-risk category and should also be recommended to be seen by a professional counselor for further exploration in how the student is thinking and coping with life challenges)

Parent Survey and group discussion- 327 answered survey (Parents of students Pre-K through 12th grade)

Over 50% of the parents that responded to the survey reported excellent customer service at the Board office and school-level offices

- Responses were split when asked if parents were allowed opportunities to give input to the following:ul
 - Title I School Improvement Plan
 - Title I School Budget
 - Parent Engagement Policy
 - Comprehensive Needs Assessment
 - Discipline Policies/Procedures
- 85% of parents feel that Thomasville City Schools has classrooms with high expectations and challenging instruction.
- Overall communication effectiveness from school to home: 72 % felt highly effective, 23% felt there was only some communication
- When parents were given a list to rank of classes they would like to have to help them assist their children in school, the parents ranked the following as their highest:ul
 - How to help my child enjoy reading
 - How to help my child with time management
 - Georgia Milestones, what is required of my child?
 - How to help my child be a better math student

- How can I assist my child on writing assignments?

- Parents requested that the following personal skills to be addressed in the schools:ul
- Personal Responsibility
- Self-Management
- Decision Making
- Optimistic Thinking
- Goal-Directed Behavior

Parents response when asked about the best way to communicate between school and home:

- Email
- Phone
- Teacher Conference
- Remind 101
- Flyers
- School Website

Survey results indicate that 5:00-6:00pm or 6:00-7:00pm are the best times to hold parent events

Community Engagement Sessions

- Parents expressed that TCS has extremely caring and supportive teachers
- Parents are impressed with the quality of instruction and the variety of options

Discipline Data Elementary

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# of ODRs	229	244	224	385	326
# of ISS Days	184	491	374	482	227
# of OSS Days	868	599	134	200	127

Discipline Data for Middle

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# of ODRs	265	721	1422	855	610
# of ISS Days	1669	1002	882	549	541
# of OSS Days	868	599	900	384	452

Discipline Data for High School

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# of ODRs	427	770	2337	1395	944
# of ISS Days	1819	967	1068	840	366
# of OSS Days	460	959	753	507	215

Concerns

- Recruitment and Retention of high quality teachers
- Parent Engagement
- Soft skills training

- Mental wellness of the students

What does the perception data tell you?
(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?")

The majority of teachers in Thomasville City Schools feel that their school establishes a culture of trust and respect that promotes positive interactions and a sense of community. The perception data does reflect that teachers feel they need more professional growth concerning effective teaching strategies to reach students. The survey also indicates that the majority of teachers feel that morale in their school is high yet 41% of teachers did not feel that morale was high.

The well-being assessment results indicated that most students in TCS feel that school provides a safe environment where they feel respected and encouraged. Information that will yield further discussion concerning the students who did not share this feeling and do not feel that TCS offers a safe environment.

Parents would like more assistance with:

- How to help my child enjoy reading
- How to help my child with time management
- Georgia Milestones, what is required of my child?
- How to help my child be a better math student
- How can I assist my child on writing assignments?

Discipline data indicates that ODR, ISS and OSS numbers trended lower. Although this information is encouraging, the information is skewed due to the large number of students that remained at home due to COVID.

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)

Thomasville City Schools and school leaders review and analyze the district's programs, instructional strategies, assessment strategies, and classroom practices in order to build a continuum of learning for all students. The district looks at the number of students, class size and poverty information of each of the schools. In addition information about absences, tardies, subgroups, retention/dropout rates is critical to understanding the school population. The staff is also part of the continuous review process by looking at teacher/student ratio, certification and number of years experience each teacher has.

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?")

Instructional Strategies- Thomasville City Schools uses TKES evaluations to assess instructional strategies (The average ranking is a Level III), Instructional Coach Observations, Peer Focus Walks and district walk-throughs. In addition, the Directors of Curriculum and Instruction ensure that pacing guides are followed and that the Standards are strictly followed. Thomasville City Schools has recently developed a new literacy initiative. The initiative will provide a common literacy framework that will align coherent instructional practices with the Georgia Standards of Excellence. This information along

	<p>with results of student performance and the student demographics are analyzed by principals and district staff to determine the continuum of learning.</p> <p>Currently, TCS is using the MAP assessment. In reviewing the MAP data and then reviewing the results of GMAS, there is a strong correlation in results. This has allowed the principals to address student performance and teacher results. By using MAP early in the year, teachers and administrators are able to adjust teaching strategies, provide additional professional development and remediate students where needed. Understanding all of the variables provides opportunity to adjust the continuum of services to improve results.</p>
--	---

What achievement data did you use?	Georgia Milestones End of Grade and End of Course performance levels, MAP benchmark data, previous CCRPI, attendance, Universal Screening and Graduation Rate. Middle and High School are both showing over 50% of students not proficient in ELA and Math.
------------------------------------	---

What does your achievement data tell you?	The data below indicates that Thomasville City Schools (TCS) continues to have a large percentage of elementary students who score in the beginning learner and developing learner levels in both ELA and Math on Georgia Milestones. The chart below shows a comparison of TCS elementary Georgia Milestones scores for 2019 to 2022. The chart also shows the state average for beginning learners as a comparison to TCS. The information from the chart indicates that TCS has a larger population of students falling in the beginning learner proficiency level which further indicates that less students are meeting proficiency. The chart also indicates that the MAP test scores closely align with the results of the Georgia Milestones making this assessment a key indicator of performance.					
	Elementary Georgia Milestones Student Proficiency					
	ELA- (BL)34.29% (DL)30.88% (PL) 25.13% (DL) 9.69%					
	Math- (BL)28.42% (DL)36.15% (PL)25.00%(DL)10.43%					
	Science- ta grade (BL)31.8%(DL)32.35%(PL)21.76%(DL)14.71%					
	Elementary Beginning Learner Comparison					
	2019 Georgia Milestones ELA Beginning Learners % (District Scores)	2021 Spring MAP (ELA)Scores %	2021 Georgia Milestones ELA Beginning Learners % (District Scores)	2021 Georgia Milestones ELA Beginning Learners % (State Scores)	2022 Spring Map (ELA) Scores	2022 Georgia Milestones ELA Beginning Learners% (District Scores)
	19.7%	33%	34.29%	37.2%	38.13%	37.78%
	2019 Georgia Milestones Math Beginning Learners %	2021 Spring Map (Math) Scores	2021 Georgia Milestones Math Beginning Learners %	2021 Georgia Milestones Math Beginning Learners %	2022 Spring MAP (Math) Scores	2022 Georgia Milestones Math Beginning Learners% (District Scores)

	15.83%	29.3%	28.42%	27.26%	35.77%	36.55%
	The data below indicates that Thomasville City Schools (TCS) continues to have a large percentage of middle school students who score in the beginning learner and developing learner levels in both ELA and Math on Georgia Milestones. The chart below shows a comparison of TCS Middle School Georgia Milestones scores for 2019 to 2022. The chart also shows the state average for beginning learners as a comparison to TCS. The information from the chart indicates that TCS has a larger population of students falling in the beginning learner proficiency level which further indicates that less students are meeting proficiency. The chart also indicates that the MAP test scores closely align with the results of the Georgia Milestones making this assessment a key indicator of performance.					
	Middle School Georgia Milestones Student Proficiency ELA- (BL)30.17% (DL)29.41% (PL) 33.59% (DL) 6.83 Math- (BL) 38.31% (DL) 35.82% (PL) 20.11% (DL) 5.75% Science- (BL)50.85% (DL) 24.86 (PL) 20.9% (DL) 3.39% Social Studies- (BL) 28.89% (DL) 34.44% (PL) 27.22% (DL) 9.44%					
	Middle School Beginning Learner Comparison					
	2019 Georgia Milestones ELA Beginning Learners % (District Scores)	2021 Spring MAP (ELA)Scores %	2021 Georgia Milestones ELA Beginning Learners % (District Scores)	2021 Georgia Milestones ELA Beginning Learners % (State Scores)	2022 Spring Map (ELA) Scores %	2022 Georgia Milestones ELA Beginning Learners % (peliminary score)
	25.48%	33%	30.17%	28.83%	37.7%	32.3%
	2019 Georgia Milestones Math Beginning Learners %	2021 Spring Map (Math) Scores	2021 Georgia Milestones Math Beginning Learners %	2021 Georgia Milestones Math Beginning Learners %	2022 Spring Map (Math) Scores%	2022 Georgia Milestones Math Beginning Learners % (peliminary score)
	32.47%	30%	38.31%	29.83%	30.1%	38.6%
	The databelow indicates that our High School Math and Science scores are an area of concern. The district is showing marginal growth in the lower grades for Math and Science. Prior to COVID the district was significantly showing growth in the area of Math overall scores. There is a downward trend from Elementary to High School in all areas of Science. When looking at how prepared our high school students are in administration of the ACT we have more students not on track to make a score that is significant enough for upper level college level classes. The data also indicates that Thomasville City Schools is taking additional steps to screen at an early age to pinpoint reading deficits at an early age. The graduation rate data indicates that Thomasville City Schools has a pronounced difference in graduation rate between our sub-group poplulations and our white students.					
	High School Georgia Milestones End of Course Proficiency					

	American Literature- (BL) 25% (DL) 31% (PL) 29% (DL) 4%					
	Algebra I- (BL) 51% (DL) 26% (PL) 21% (DL) 3%%					
	Biology - (BL) 40% (DL) 21% (PL) 31% (DL) 8%					
	U.S. History- (BL) 50% (DL) 38% (PL) 11% (DL) 1%					
	2019 Georgia Milestones (EOC) American Lit. Beginning Learners % (District Scores)	2021 Georgia Milestones (EOC) American Lit. Beginning Learners % (District Scores)	2021 Georgia Milestones (EOC) American Lit. Beginning Learners % (State Scores)	2022 Spring Map Reading/ACT Correlation Scores %	2022 Spring EOC American Lit Beginning Learners % (Peliminary Scores)	2022 Spring EOC Biology Beginning Learners % (Peliminary Scores)
	29%	25%	26%	Not on track/Below score 22 -70% On Track/Score 22-8.8% On Track/Score 24-21.2%	24%	36%
	2019 Georgia Milestones (EOC) Alg.I and Cord. Alg. Beginning Learners %	2021 Georgia Milestones (EOC) Alg. I and Cord. Alg. Beginning Learners %	2021 Georgia Milestones (EOC) Alg. I and Cord. Alg. Beginning Learners %	2022 Spring Map Math/ Algebra 1 Scores %	2022 Spring EOC Algebra Beginning Learners % (Peliminary Scores)	2022 Spring EOC U.S. History Beginning Learners% (Peliminary Scores)
	43%	51%	28%	53.2%	52%	46%
	High School EOC Participation Rate					
	EOC Subject Area		2019		2021	
	ELA		98.8%		73.3%	
	Math		98.9%		79.3%	
	Science		99.2%		74.3%	
	Social Studies		99.4%		62.6%	
	High School Achievement Rate					
EOC Subject Area		2019		2021		
ELA		68.2%		64%		
Math		42.5%		31.8%		
Science		47.6%		54.2%		
Social Studies		60.2%		70.7%		
Screening PALS-PreK Thomasville City Schools uses (PALS) Phonological Awareness Literacy Screening-PreK						

	<p>(PALS) is an assessment administered three times each academic year to screen and monitor our Pre-K students' literacy acquisition. The teachers use PALS to identify students at risk of developing reading difficulties, monitor students' progress toward meeting minimum graded literacy benchmarks, and plan instruction to target students' needs. Data from the PALS assessment provides a direct means of matching literacy instruction to specific literacy needs. Testing takes place in Fall, Mid-Year and Spring. The screening evaluates students in the following areas: Name Writing, Uppercase Alphabet, Lowercase Alphabet, Letter Sounds and Beginning Sound Awareness</p> <p>Dibels</p> <p>Thomasville City Schools uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills) which is an on-going measure of reading strengths and weaknesses in students K-5. The measurements are taken throughout the school year and specifically pinpoint areas that a teacher may need to target. The principals use the data with the district office to show how the students have moved from one level to another. The measurement provides a picture of needs and successes.</p> <p>Local Benchmark Data</p> <p>The District has established District-wide benchmarks to provide consistent data among the elementary schools.</p> <p>Graduation Rate</p> <p>All Students- District 75.68%: Target 75.63%</p> <p>American Indian/Alaskan Native- District N/A: Target TFS</p> <p>Asian/Pacific Islander- District TFS: Target TFS</p> <p>Black- District 66.67%: Target 69.17%</p> <p>Hispanic- District TFS: Target TFS</p> <p>Mutli-Racial- District TFS: Target TFS</p> <p>White- District 94.44%: Target 86.14%</p> <p>Economically Disadvantaged-</p> <p>English Learners-</p> <p>Students with Disabilities- District TFS: Target 33.63%</p>
--	---

What demographic data did you use?	Enrollment count, percentage of sub-group populations, socioeconomic status, and climate ratings were used as demographic data.
------------------------------------	---

What does the demographic data tell you?	Thomasville City Schools has 2,816 students enrolled. Economically Disadvantaged students make up 71.16% of the student population. Of the students enrolled, 13.45% are gifted. Less than 1% of the student population are English Learners or Migrant. Students with Disabilities account for 17.32% of the population.
--	---

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>Coherent Instructional: 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>Thomasville City Schools demonstrates an operational coherent instructional system utilizing the four structures of: planning, delivering, monitoring and refining quality instruction.</p> <p>Strengths: Planning for quality instruction is summarized in the following district processes: Designing and revising curriculum (e.g., maps, pacing guides, 45-day plans, units) based on student needs; creating/determining formative and summative assessments to inform instruction; weekly grade level collaborative planning time; quarterly ELA and Math district team meetings; content area achievement targets; common pacing guides and benchmarks for grades 3-8: Common ELA curriculum K-5 (HMH Journeys), common Middle School curriculum (HMH Collections), and Common Math Curriculum (Into Math) grades K-5 and 6-8.</p> <p>Delivering quality instruction is implemented through the following district processes:</p> <ul style="list-style-type: none"> ● Although TCS has waived teacher certification, TCS retains teachers that are content qualified or are in the process of becoming certified in the content area. ● Paraprofessionals meet the qualifications indicated by State requirements ● A needs assessment process provides resources to support instruction for gifted, SWD, and remedial students ● Provisions for common collaborative planning time ● Designed personalized learning environment ● Standard-based classrooms ● Extended learning time embedded in the daily schedule to address skill deficits ● Additional instruction provided for EIP/Remedial students through extended learning time ● Centers are used to differentiate instruction for MTSS and SWD ● College Prep strategies used to increase students opportunities for post-secondary ● MAX strategies used in the high school to improve reading and writing ● At the high school level AP/Dual enrollment opportunities for students ● Implementation of project-based learning ● Implementation of PBIS (Positive Behavior Interventions and Supports) ● Implementation of MTSS
--	--

Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> ● Experienced Lead Special Education teachers ● Resource classrooms and inclusion teams. ● Thomasville City Schools provides feedback to teachers and school leaders related to quality instruction, and performance data helps to drive instruction ● MAP data provides administrators, teachers and students with performance data to drive instruction ● School leader and teacher observations (TKES/LKES) ● Participating in district wide focus walks ● Utilizes universal screenings to drive MTSS processes ● PL Dates were embedded into school calendar ● Every school has an Instructional Coach that supports the learning environment through the organization of PL sessions, data team meetings and providing instructional support to teachers. ● Utilizes previous GMAS and MAP to guide instruction in preparation for upcoming GMAS assessment. ● SWD are provided services and supports in the least restrictive environment across a continuum of settings. <p>Refining quality instruction is an ongoing process conducted in all Thomasville City Schools through: soliciting input from the teachers and school leaders; analyzing student work and program data for systematic review; Ensuring that needed resources are provided to support instruction. Summary: Important trends and patterns were gathered from a variety of sources and correlated to support the identification of student, teacher, and leader needs. Student performance data used: CCPRI Scores/indicators; Georgia Milestones EOG/EOC- Achievement Targets; SGP's; Common Formative Assessments; Universal Screening data (PALS, DIBELS, MAP) and End of Pathway Assessments. Organizational Management data used: previous Climate Ratings/Stars; Discipline; TKES/LKES Observations; and parent and faculty surveys. Overall each of the schools have similar processes for creating quality instruction; Continued efforts are made to implement these processes with fidelity.</p> <p>Challenges: The implementation of district driven processes for monitoring and evaluating quality instruction has been noted as a challenge. The district found inconsistent use of differentiated instructional strategies, and a lack of learning tasks focused on the development of higher order thinking skills.</p>
--	---

Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: 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>The Comprehensive Needs Assessment revealed that Thomasville City Schools is operational under the standards of Effective Leadership. Thomasville City Schools administers a clearly defined budget process, allocates and monitors district resources, builds support to improve teaching and learning, and aligns policies, procedures, and practice. The district office provides support and expertise for school leadership by using data-driven processes for student learning.</p> <p>Strengths: The Finance Department in Thomasville City Schools currently has a stringent budgeting process in place. TCS' spending patterns are analyzed to develop the budget and personnel are allocated based upon identified needs at each school or department. TCS has developed a higher level of transparency with all stakeholders concerning budgeting and expenditures.</p> <p>Thomasville City Schools is operational as the district allocates and monitors the use of time, materials, equipment, and fiscal resources to support teaching and learning. The district will utilize a new accounting software program in FY23 that will streamline all financial processes allowing for separation of duties and more effective checks and balances concerning expenditures.</p> <p>Leadership in Operations and IT for Thomasville City Schools updated the five year technology plan that addresses the replacement and monitoring of equipment other than federal programs equipment which is monitored separately. In order to assist teachers in effectively using the technology and educational software programs, TCS has hired an Instructional Technology Specialist for FY23. Also, the district leaders added a new five year facility plan to address long-term goals to support teaching and learning. Thomasville City Schools will begin building a new state of the art high school in FY23 as well as major renovations to all campuses in the district.</p> <p>District Leadership consistently engages our stakeholders in an effort to build support for district and school goals and initiatives. Thomasville City Schools utilizes a Parent Advisory Committee, Student Advisory Committee, Teacher Advisory Committee, and Community Advisory Committee to seek advice and council regarding district policy and initiatives. Also, the District utilizes stakeholder input through various stakeholder meetings throughout the year (Title I-A, Code of Conduct, Exceptional Students, CNA etc.). In addition, the Superintendent keeps Board Members and staff updated on district goals and progress towards those goals. At the school level, TCS builds support through school councils, monthly newsletters, website, Facebook pages, etc.</p> <p>The District has a process in place to align policy, procedures, and practices with laws and regulations. Every director attends training each year that pertains to their respective areas and uses the information gained to ensure that TCS is meeting all laws and regulations. This is also true with our Student Services Coordinator who attends the Legal Conference each year. TCS utilizes GSBA to provide updates in policy along with legal counsel specializing in school law to provide practices in law.</p>
---	--

Strengths and Challenges Based on Trends and Patterns

	<p>In the Curriculum Department, the leaders implemented common assessments for elementary, middle and high school and common reading and math programs for elementary schools and middle school. In addition, all schools have common pacing guides and benchmarks. Although the district has common use of materials and assessment, principals are the instructional leaders in their buildings who ensure teachers and staff are implementing and utilizing the identified core curriculum resources to ensure teaching and learning is occurring at the appropriate level of rigor. Principals also provide support and have flexibility to incorporate additional resources as needed to meet the needs of all students. Thomasville City Schools uses common curriculum, pacing guides, benchmarks, and formative assessments which supports school level data planning. TCS also utilizes MAP to assess student needs. District Leaders meet quarterly with the principals to analyze data and identify trends in students growth and identify deficit areas then plan interventions in order to ensure continued growth.</p> <p>Thomasville City Schools is operational in the following procedures for using protocols and processes for problem solving, decision making, and removing barriers. TCS has in place weekly cabinet meetings and monthly leadership meetings with administrators which are both facilitated by the Superintendent. Federal Programs instituted monthly technical assistance meetings with every department to assist principals with new information and requirements from GaDOE and district office. TCS district administration meets with each principal quarterly to analyze data and 45 day SIP goals.</p> <p>Challenges:</p> <ul style="list-style-type: none"> -TCS continues to need emerging leaders -TCS has had a large turnover in personnel in FY22 -TCS district administration needs to work more consistently with principals to analyze data and use the data to drive instruction.
--	---

<p>Professional Capacity: 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>The FY23 Comprehensive Needs Assessment analysis ranked Thomasville City Schools operational in processes to increase effectiveness of teachers, leaders and staff as well as guiding and monitoring the use of evaluation tools to ensure fidelity.</p> <p>Strengths:</p> <p>TCS strives to provide professional learning that is relevant and impactful. Although each school is currently experiencing different levels of implementation, Thomasville City Schools has a clear plan in place for ELA and Math instruction. The Superintendent and Curriculum Department are implementing Thomasville City Schools Literacy Framework for all grade levels. The framework represents a 120 minute literacy block for K-5 and a 90 minute literacy block for 6-12. In addition to the Literacy Framework, a</p>
---	--

Strengths and Challenges Based on Trends and Patterns

	<p>common master schedule will be implemented for grades 6-12 during the 2022-23 school year. The schedule will allow for teachers to have a planning time each day, collaborative planning, and professional learning opportunities during the school day.</p> <p>The district has a Teacher Mentor Program to provide additional support and guidance for teachers new to the profession and teachers new to TCS. The program has been successful therefore TCS is looking to expand the program for FY23 with an additional mentor.</p> <p>A comprehensive professional learning calendar has been developed for grades K-12. Professional learning opportunities will be provided to applicable staff members beginning in June 2022. Teacher PL needs are identified through needs assessment surveys, student performance and MTSS results.</p> <p>Challenges:</p> <ul style="list-style-type: none"> -The district has a need to assess the impact of professional learning on staff practices and student learning on a consistent basis. -Although teachers receive the majority of the professional learning, there is also a need to provide opportunities for professional growth for paraprofessionals and school level administrators. -The district implements and monitors TKES and LKES in a timely manner; however, there is a concern about inter-rater reliability (IRR) according to retention data. The district would benefit from additional training for administrators to help with the administration and IRR of teacher evaluations. -Professional growth is also a component of TKES/LKES. The district needs to work on providing opportunities for all employees to participate in professional learning communities and other activities that will lead to job-embedded professional development.
--	---

<p>Family and Community Engagement: 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>According to the FY23 Comprehensive Needs Assessment, Thomasville City Schools is emerging in their efforts to communicate and engage families and the community and to ensure family and stakeholder feedback that fosters a culture of trust.</p> <p>Strengths: Parent Engagement is a vital component in the success of our schools and their students. To help build relationships between parents, faculty and school staff, the Thomasville City School District has a parent and family engagement coordinator in each school. Along with building positive relationships, Coordinators are responsible for providing and organizing training sessions and creating opportunities for communication and input. Parent Engagement Coordinators at each school organize and provide training sessions for teachers, school staff and parents. The sessions for parents are designed to</p>
---	--

Strengths and Challenges Based on Trends and Patterns

	<p>provide information to help them better understand the academic requirements for their child. Parents are also given tips and suggestions on strategies they can implement at home to make school more successful for their child. In addition to sessions with parents and families, coordinators organize and provide capacity sessions for teachers. During capacity sessions, coordinators reinforce the importance of parent engagement and provide teachers with information that may be helpful as they work with parents throughout the year. Coordinators communicate and reach out to parents through various methods in order to encourage attendance and participation with academic activities. Through personal phone calls, emails, text messages, Facebook, Instagram, and flyers, coordinators invite parents and families to attend school activities and to become involved in the learning process for their child. Coordinators look for opportunities to share knowledge with parents, receive input from parents, and to showcase the talents and accomplishments of their students. For example, Coordinators host events such as Parent University (Math/ELA Presentations), STEM nights, GMAS Testing & Study Night, GAGSA Workshops, Award Assemblies, Art Shows, input sessions on the Parent Engagement Policy and School – Parent Compact.</p> <p>Challenges:</p> <p>During FY22, TCS experienced some growth in parental attendance to engagement events due to some of the COVID restrictions being lifted which allowed parents to attend school functions. Although increased participation was evident this year parents and families do not attend academic activities to the degree that schools would like. We are challenged to get parents and families to attend academic activities at the same high rate of participation as they attend extra-curricular activities.</p>
--	---

<p>Supportive Learning Environment: 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 FY23, Comprehensive Needs Assessment revealed that in the area of Supportive Learning Environment, Thomasville City Schools (TCS) is operational in the development and implementation of processes to maintain facilities and equipment. Also, TCS provides student support services and clearly defines the expectations of all leaders to improve student learning and staff performance.</p> <p>Strengths:</p> <p>For FY23, Thomasville City Schools will be implementing a literacy framework for all students. Students in K-5 will have a 120 minute literacy block that includes assessment, mini-lessons, phonics/word work, shared reading, small group instruction, writer's workshop, and interactive read alouds. Middle and high school will have a 90 minute block consisting of mini lessons, Student centered time and share time with assessment practices throughout the block.</p>
---	---

Strengths and Challenges Based on Trends and Patterns

	<p>Thomasville City Schools recently developed a new five year facilities plan. The plan ensures that within the next five years our students will be housed in new buildings or buildings that have been modernized and supportive of all types of learning environments. Also, TCS has a productive maintenance and facility crew that maintains the schools and ensures that our students have a safe, inviting and supportive learning environment. Our IT department keeps our technology up to date and provides guidance and support to district personnel so that students are prepared to learn virtually and in person.</p> <p>Thomasville City Schools has a wide array of student support services to meet the needs of all students. The district's student services department works with the counselors in the schools to help provide wrap-around services as well as SEL curriculum.</p> <p>The Special Education Department works diligently with all schools to ensure that FAPE is provided and all teachers are supported when teaching our students with disabilities.</p> <p>Teachers that are new to the district or new to the teaching profession are provided a District Mentor to work with them in the first few years at TCS. The district mentor observes, gives feedback and is in contact with the teacher frequently to support and guide.</p> <p>TCS employs Instructional Coaches at all schools so teachers receive timely feedback, training, and job-embedded PL.</p> <p>Challenges:</p> <ul style="list-style-type: none"> -Giving the teachers the skills to effectively and positively manage behaviors in the classroom -Below is a summary of the Well Being Assessment that was given at Scholars Academy, MacIntyre Park Middle and Thomasville High School in the 2021-2022 school year with a total of 653 student participating in the test. The results of the assessment indicate that there is a need to provide students with social/emotional support. <ul style="list-style-type: none"> ● 15.11% report there are areas within the school where they felt unsafe (MPMS=17.86%, Scholars Academy=13.18%, THS=14.29%) ● 143 students reported they feel the classrooms are unsafe (MPMS=41, SA=66, THS=36). ● 33% of the students did not believe the school was doing everything they could to protect students from COVID-19 (MPMS=23.13%, SA=36.60%, THS =39.31%)
--	---

Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> ● 54.78% of the students reported they felt that virtual school was not meeting the needs of the students (MPMS=57.89%, SA=48.41%, THS=58.04%). ● 45 students were identified as Level 1 of exhibited violence towards others/Anger (Level 1 is a priority level meaning a student answering any questions affirmatively is considered to have the highest potential for violence). ● 214 students were identified as Level 2 (Level 2 is medium to low-risk category and should also be recommended to be seen by a professional counselor for further exploration in how the student is thinking and coping with life challenges). <p>TCS has employed non- traditional educators that lack experience in pedagogy and classroom management. This provides a challenge in supporting teachers and providing students the opportunity for differentiated instruction. TCS has several "new to the district" leaders in multiple District level roles as well as principals with four years or less experience.</p>
--	---

<p>Demographic and Financial: 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>The Thomasville City School District has a diverse demographic, both socially and economically, being served through both strategic partnerships and expanded educational offerings to meet the needs of all students. Overall, the district has experienced little demographic changes, while continuing to perform well financially. The community tends to trend up in terms of overall financial strength, resulting in an increase in SPLOST collections over the past twelve months. The district has a need to focus on operational efficiency while maximizing the use of general and grant funds to improve academic program offerings. It is our goal that the focus on operational efficiency, recruitment and retention, and academic improvement will aid in reversing our recent enrollment trends which have been on a very slight decline over the last decade. Through our continuous improvement model, ongoing assessments, strategic planning and facility planning, the district will recognize the positive impacts of these additional support items which will lead to improvement in enrollment trends and overall positively impact our community.</p> <p>Challenges: The key to continue our success is to leverage our strategic partnerships, focus on operational efficiency and improvement, recruit and retain highly effective teachers and leaders with continued professional learning, and provide increasingly dynamic learning experiences while letting our community know of these outstanding programs and partnerships we are building to maximize their investment in our district.</p>
---	---

Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: 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>Thomasville City Schools outperformed the RESA average for students scoring proficient and above in all EOG assessments and was only one percentage point below the state average for 4th Grade ELA, 5th Grade ELA, 5th Grade Math, and 7th Grade ELA. TCS was two percentage points below the state average for 6th Grade ELA. TCS met the state average for 8th Grade ELA and was one percentage point above the state average for 8th Grade SS. Thomasville City Schools also outperformed the RESA average for students scoring proficient and above in three of the EOC assessments and surpassed the state average for the American Literature assessment by five percentage points. TCS did fall behind the RESA average in Physical Science and U.S. History.</p> <p>TCS Elementary School GMAS Proficient and Above 3rd Grade ELA System (29)RESA (27)State (36) 3rd Grade Math System (32)RESA (31)State (38) 4th Grade ELASystem (36)RESA (27)State (37) 4th Grade MathSystem (37)RESA (35)State (43) 5th Grade ELASystem (38)RESA (29)State (39) 5th Grade MathSystem (34)RESA (25)State (35) 5th Grade ScienceSystem (36)RESA (31)State (38)</p> <p>MacIntyre Park Middle School GMAS Proficient and Above 6th Grade ELASystem (40)RESA (32)State (42) 6th Grade Math System (23)RESA (20)State (30) 7th Grade ELASystem (38)RESA (30)State (39) 7th Grade MathSystem (28)RESA (25)State (36) 8th Grade ELASystem (41)RESA (31)State (41) 8th Grade MathSystem (24)RESA (19)State (32) 8th Grade SSSystem (36)RESA (25)State (35) Thomasville High School American LitSystem (34)RESA (19)State (29) Algebra ISystem (23)RESA (22)State (31) BiologySystem (39)RESA (29)State (42) System (13)RESA (24)State (30) Physical ScienceSystem (23)RESA (39)State (53) Graduation Rate 78 (+4) Attendance 2018 – 2019 5 or fewer days absent – 70.8% More than 15 days absent – 7.9% 2019 – 2020 5 or fewer days absent – 67.8% More than 15 days absent – 8.5%</p> <p>Challenges: Although our district mostly maintained scores in these areas, we did not meet the state average, except for three areas. While our Graduation Rate is improving, it is still below the state average. We continue to struggle with attendance issues. Thomasville City Schools EL population showed lower than average growth compared to other students in the district for FY21. Although COVID-19 played a factor in this, FY22 will require additional support for EL students who are struggling so that the loss of learning is not</p>
---	--

Strengths and Challenges Based on Trends and Patterns

	compounded.
--	-------------

IDEA - Special Education

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.

Strengths	Thomasville City Schools has certified special education teachers and paraprofessionals that meet the qualifications indicated by State requirements, schools have provisions for common collaborative planning time, and differentiated instruction for students with disabilities (SWD). All SWD are served in the least restrictive setting and are provided collaborative teaching and paraprofessional supports in the general education classroom as well as small group specialized instruction settings.
-----------	--

Challenges	<p>Students with disabilities who are struggling often feel that school is not a positive place. Supporting the SWD through effective differentiated instruction, academic support, MTSS/PBIS, and behavior interventions help develop a positive school climate.</p> <p>Retention and hiring of qualified special education teachers, as well as supporting new special education teachers is a challenge. Communication and ongoing/embedded professional learning about differentiation and specially designed instruction for students with disabilities will increase the effectiveness of instruction. Planning collaboratively to establish uniform expectations for increasing rigor and opportunities for learning, combined with specially designed instruction is needed to make instruction more effective. The challenge is that it is an ongoing process that must be continually and consistently implemented.</p>
------------	---

Title I - Part A - Improving Academic Achievement of Disadvantaged

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Thomasville City Schools (TCS) has 4 out of the 5 schools designated as Title I Schools. TCS uses Title I funds to enable schools to provide opportunities for at-risk and disadvantaged children to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children. The needs assessment process is conducted at the school-level by parent engagement coordinators, instructional coaches, principals, teachers and stakeholders to get a wide array of information. The district creates surveys to request information from parents, staff and school leaders. As data is available, teams in the school analyze the strengths and weaknesses of their students. The district administrators also analyze the data of the students as well as the survey data to analyze strengths and weaknesses. The principals and the leadership teams along with stakeholders work on the school improvement plans after completion of needs assessments. The district also goes through the process in order to develop a thorough District Improvement Plan. Although TCS consolidates funds, the Director of Federal Programs allocates the money to the schools and continues to assist principals in budgeting their money to meet the designated needs of the students they serve and the intent and purpose of the funds. The Federal Program Director ensures that the interventions meet the needs as stated in the school improvement plans and are evidence based. Federal programs monitors the implementation of the interventions and provides support when needed. In addition, the Curriculum and Assessment Department initiated system wide assessments that allow school and District teachers and leaders an opportunity to review data of sub-group populations to pinpoint needs and revise instruction when needed. Finally, Thomasville City Schools has grown and improved their RTI process which is identifying more students which allows these students to receive interventions to assist academic achievement.</p>
Challenges	<p>Thomasville City Schools has a large population of disadvantaged students. Although it is apparent that TCS is identifying students and applying interventions to improve academic success, the district has not done a complete job of meeting the needs of the whole child. Often, students need social emotional support as well as academic intervention to be successful in the classroom.</p>

Title I, Part A - Foster Care

Title I, Part A - Foster Care

Strengths	Thomasville City Schools has a dedicated Student Services Director that also oversees Foster Care. The Student Services Director is in close contact with local agencies that provide wrap around services to children and family in our district. These agencies are more aware of the procedures that TCS has in place for Foster Care and the agencies are quick to call us when our services are needed. The Student Services Director follows the guidelines of the Foster Care Plan and ensures that transportation is provided.
-----------	--

Challenges	Although Thomasville City Schools has a transportation plan in place for Foster Care students and Homeless students, it is sometimes difficult to arrange transportation due to the limited buses in TCS. Often, Student Services will use a school system care to provide the transportation.
------------	--

Title I, Part A - Parent and Family Engagement

Strengths	Thomasville City Schools has Parent Engagement Coordinators at each Title I School. The Coordinators work with the Parent Advisory Committee and school leadership to assist in the development of engagement opportunities with parents. The teams work to mirror their opportunities with the needs stated in the School Improvement plans. The events are most often tied to academics and provide opportunities for our EL Parents to attend and participate by providing translation.
-----------	--

Challenges	It is difficult to get parents to attend even though the event is heavily advertised and engaging. Also, it is difficult to get the EL Parents to attend events.
------------	--

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Thomasville City Schools is a member of the MEP consortium. TCS ensures that all Occupational Surveys that pertain to possible Migrant Students are sent to the Regional Office for further analysis and for them to contact the family. If a student is deemed to be Migrant then TCS works closely with the Migrant Consortium Specialist to provide services for the student. The Consortium Specialist completes a profile to determine the student's interest and needs. From this needs assessment and the records received, the Consortium Specialist will assist TCS with programming.
Challenges	It is difficult to bridge the gaps in education that some of the Migrant students have. Also, the fluctuation of qualifying students makes it difficult to determine the number of teachers needed.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Thomasville City Schools has a Neglected and Delinquent facility within the District. A portion of the Title I allocation goes toward academic support for the students residing in the facility. Thomasville City Schools uses the funds to purchase tutoring services in the morning for home-bound students and tutoring for students after school. The teachers work on foundation skills for students needing to close gaps as well as rigorous activities assigned by the teachers in the schools. For students that do not need intervention, the tutors are there to help with homework and required school projects.
Challenges	Students that arrive at the the facility where the neglected and delinquent students reside are often placed before their records arrive. The tutors may not know what their academic standing is. Often the students in the facility are significantly behind in academics and the tutors struggle to meet all the needs.

Title II, Part A - Supporting Effective Instruction

Strengths	<p>Although Thomasville City Schools transfers 100% Title II-Part A, funds into Title I-A, TCS continues to support effective instructional practices. Each school has an Instructional Coach to help teachers to be more effective instructionally. Currently, TCS has several new Instructional Coaches. Because of the need for intensive training, the District appointed a veteran Instructional Coach as a Lead Coach. As part of the duties, she instructs the other IC's on effective coaching technique such as how to conduct coaching cycles, how to effectively monitor and how to prepare for PL.</p> <p>TCS currently has a CSI school. The school as an Instructional Coach in place as well as support from GaDOE and RESA. To further support the school, a District Teacher Support Specialist was assigned to the CSI school to provide teachers ongoing support in instruction.</p> <p>Also in place, Thomasville City Schools has a District Mentor. This has had a positive impact on new teachers to TCS. The new teachers are monitored, given feedback and have someone that they can talk with candidly.</p>
-----------	--

Challenges	<p>Although TCS has an Instructional Coach in each school, some of the schools have higher populations of SWD students and students of poverty. The Instructional Coaches in these schools are tasked with additional PL and support duties. Because of this, the IC's do not feel that all core subjects are given the attention needed.</p>
------------	---

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	<p>Thomasville City Schools has a small population of English Learners and Immigrant students. Although our population is small in comparison to Districts surrounding us, we have two dedicated ESOL teachers that serve the students daily in either a push-in or pull-out model. The ESOL teachers have good communication with the general education teachers as well as the students family. The ESOL teachers stay in contact with the progress of their students and does not hesitate contacting parents when they see a need.</p>
-----------	--

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Challenges	Thomasville City Schools has seen an influx of ESOL students entering into the District. This has presented a challenge in scheduling as well as resources. Thomasville City Schools EL population showed lower than average growth compared to other students in the district for FY21 and FY22. Although COVID-19 played a factor in lower performance , FY23 will require additional support for EL students who are struggling so that the loss of learning is not compounded.
------------	--

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Our homeless liaison is our Student Services Director. To make sure that the faculties and staff are informed about homeless students, they receive a news letter that reminds them of the reporting requirements and also gives the teachers strategies for teaching homeless students. In addition to increased information to staff, Thomasville City Schools now has a streamlined process for making sure that our homeless students are identified and their needs are met so they can attend school.
-----------	---

Challenges	The needs for our homeless families can be more than the school system can provide or find. At times, local agencies become overwhelmed and our student services department in turn struggle to help the families in crisis.
------------	--

Title I, Part A - Equitable Access to Effective Educators

Strengths	Although Thomasville City Schools waived certification, TCS ensures that all teachers have content area certification or the teachers are pursuing the certification through GACE or TAPP. The Principals and Assistant Principals use the TKES evaluations to help teachers grow and develop their pedagogy. Federal Programs monitors all new teachers and notifies parents immediately if their child is not with a teacher meeting district qualifications.
-----------	---

Title IV, Part A - Student Support and Academic Enrichment

Strengths	Thomasville City Schools transfers 100% of Title IV-Part A, funds into Title 1-Part A,.
-----------	---

Challenges	N/A
------------	-----

Title I,Part A - Equitable Access to Effective Educators

Challenges	Thomasville is a rural district in south Georgia. As a District, we have difficulty attracting teachers to the area especially in hard to fill content areas.
------------	---

Title V, Part B - Rural Education

Strengths	Title V, Part B is part of the consolidation of funds for Thomasville City Schools.
-----------	---

Challenges	N/A
------------	-----

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	GMAS math scores for grades 3-12 are below the state average for students scoring proficient and above.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Thomasville City Schools has had an increase of non-traditional educators who do not have a clear understanding of the Districts Curriculum Framework as well as use of the Georgia Standards of Excellence.
---------------------------	--

Overarching Need # 2

Overarching Need	GMAS ELA scores for grades 3-12 are below the state average for students scoring proficient and above.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Thomasville City Schools has had an increase of non-traditional educators who do not have a clear understanding of the Districts Curriculum Framework as well as use of the Georgia Standards of Excellence.
---------------------------	--

Overarching Need # 3

Overarching Need	Based on behavior data and the well-being assessment, students are exhibiting behaviors that impede their learning and the learning of others.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
---------------------------	--

Overarching Need # 4

Overarching Need	Based on perception data and results of state and local assessments, additional professional learning is needed for teachers to provide academic rigor, encourage critical and creative thinking, and push students to achieve goals.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
---------------------------	--

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 - GMAS math scores for grades 3-12 are below the state average for students scoring proficient and above.

Root Cause # 1

Root Causes to be Addressed	Students lack critical foundational math skills needed in higher level mathematics
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 A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
----------------------	--

Overarching Need - GMAS ELA scores for grades 3-12 are below the state average for students scoring proficient and above.

Root Cause # 1

Root Causes to be Addressed	Students in elementary school lack reading foundational skills in vocabulary and phonemic awareness to comprehensively read text
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 I, Part A - Foster Care Program

Root Cause # 1

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent 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	.
----------------------	---

Root Cause # 2

Root Causes to be Addressed	Many students do not have the endurance to complete a reading passage which impacts academic performance
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children 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

Additional Responses	
----------------------	--

Overarching Need - Based on behavior data and the well-being assessment, students are exhibiting behaviors that impede their learning and the learning of others.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Many students lack appropriate emotional reactivity as well as social emotional skills to manage, perform and thrive in educational settings.
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 A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children 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

Additional Responses	
----------------------	--

Overarching Need - Based on perception data and results of state and local assessments, additional professional learning is needed for teachers to provide academic rigor, encourage critical and creative thinking, and push students to achieve goals.

Root Cause # 1

Root Causes to be Addressed	Some teachers lack knowledge, experience, and or effective implementation of instructional practices.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent 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	
----------------------	--



District Improvement Plan 2022 - 2023



Thomasville City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomasville City
Team Lead	Jennifer Turnbull
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title V, Part B Title I, Part A School Improvement 1003 (a)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	GMAS math scores for grades 3-12 are below the state average for students scoring proficient and above.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Students lack critical foundational math skills needed in higher level mathematics
Goal	Increase the percentage of students scoring at the proficient and above levels on the Math GMAS

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
------------	--

Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Provide additional support to students through in school interventions and afterschool tutoring
Funding Sources	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	Monitoring of Lesson Plans, completion of Benchmark assessment as scheduled, documentation of students participating in intervention sessions
Method for Monitoring Effectiveness	GMAS Scores, Common Benchmarks (MAP), Pre-Post data for tutoring
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum Jennifer Turnbull/Director of Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 2

Action Step	Continue use of MAP benchmark assessments to drive instruction.
Funding Sources	Consolidated Funding
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	MAP Reports, district walk-through and review of lesson plans, District Numeracy Leadership Team analysis of data
Method for Monitoring Effectiveness	MAP Benchmark scores and GMAS scores
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum, Clark Harden/Director of 6-12 Curriculum Kate McCloud/ Accountability and Assessment Specialist
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
-----------------------------	-----------

Action Step # 2

Does this action step support the selected equity intervention?	Yes
---	-----

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 3

Action Step	Math teachers grades K-12 will participate in professional development in content pedagogy, interventions and strategies that promote higher order thinking through their Instructional Coach, RESA or outside conference/consultants
Funding Sources	Consolidated Funding
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	Monthly Instructional Coach log, PL Plans, PL Implementation documentation, Lesson Plans
Method for Monitoring Effectiveness	GMAS Scores, MAP Benchmark Assessments, Teacher surveys
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Monthly
-----------------------------	---------

Does this action step support the selected equity intervention?	No
---	----

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 4

Action Step	New teachers or new teachers to Math content will be provided ongoing support from an Instructional Coach/Teacher Support Specialist and/or District Mentor.
Funding Sources	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	Monthly District Mentor Log, IC Log, IC Coaching Cycle, Lesson Plans
Method for Monitoring Effectiveness	GMAS Scores, Benchmark Assessments, Teacher surveys

Action Step # 4

Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum Jennifer Turnbull/Director of Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 5

Action Step	Thomasville City Schools will provide professional development for school leaders on data analysis to review testing results for instructional planning
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 5

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Evidence that the Principal worked with School Leadership Team to review instructional decisions based on the information. Evidence that school leaders shared the information provided of the analysis through, faculty meetings and leadership meetings. Sign-In Sheet, agenda, materials from session
Method for Monitoring Effectiveness	Schools will monitor benchmark data, numeracy and literacy team will review individual school trend data, district will have quarterly review with principals to look at math and ELA data to assist with effective instructional practices
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 6

Action Step	Continue use of common pacing guides for grades 3-11
Funding Sources	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	Monitoring of lesson plans, Completion of Benchmark assessment as scheduled
Method for Monitoring Effectiveness	MAP Benchmarks and GMAS scores
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	GMAS ELA scores for grades 3-12 are below the state average for students scoring proficient and above.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Many students do not have the endurance to complete a reading passage which impacts academic performance
Root Cause # 2	Students in elementary school lack reading foundational skills in vocabulary and phonemic awareness to comprehensively read text
Goal	Increase the percentage of students scoring at the proficient and above levels on the ELA GMAS

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
------------	--

Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Continue use of common pacing guides for grades 3-11
Funding Sources	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	Monitoring of Lesson Plans, Completion of Benchmark assessment as scheduled
Method for Monitoring Effectiveness	MAP Benchmarks and GMAS scores
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 2

Action Step	Continue to use MAP benchmark assessments to drive instruction
Funding Sources	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 City Reports, district walk-through and review of lesson plans, District Literacy Leadership Team analysis of data
Method for Monitoring Effectiveness	MAP Benchmark, GMAS scores
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum Katie McCloud/Assessment and Accountability Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 3

Action Step	New teachers or new teachers to ELA content will be provided on-going support from an Instructional Coach/Teacher Support Specialist and/or District Mentor
Funding Sources	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	Instructional Coach and District Mentor monthly monitoring, Principal observations, District walk-through
Method for Monitoring Effectiveness	TKES, GMAS scores
Position/Role Responsible	Jennifer Turnbull/Director of Federal programs
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 4

Action Step	Thomasville City Schools will provide professional development for school leaders on data analysis to review testing results for instructional planning
Funding Sources	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	Evidence that the Principal worked with School Leadership Team to review Instructional decisions based on the information. Evidence that school leaders shared the information provided of the analysis through, faculty meetings and leadership meetings. Sign-In Sheet, agenda, materials from session
Method for Monitoring Effectiveness	Schools will monitor benchmark data, numeracy and literacy team will review individual school trend data, district will have quarterly review with principals to look at math and ELA data to assist with effective instructional practices
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum Katie McCloud/Assessment and Accountability Specialist
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

Action Step # 4

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 5

Action Step	Provide additional support to students in ELA through in school interventions and afterschool tutoring
Funding Sources	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	Method for choosing students, roster of students, sign-in sheets from students, documentation of materials used
Method for Monitoring Effectiveness	Effectiveness measures, pre/post testing, GMAS scores
Position/Role Responsible	Jennifer Turnbull/Director of Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation	Weekly
-----------------------------	--------

Action Step # 5

Does this action step support the selected equity intervention?	Yes
---	-----

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 6

Action Step	ELA teachers grades K-12 will participate in professional development in content pedagogy, interventions and strategies that promote higher order thinking through their Instructional Coach, RESA or outside conference/consultants
Funding Sources	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	Registration notification, participation certificate, PL sign-in sheets, agendas, source documentation
Method for Monitoring Effectiveness	Walk-throughs, TKES evaluations, peer observations
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention?	No
---	----

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on behavior data and the well-being assessment, students are exhibiting behaviors that impede their learning and the learning of others.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Many students lack appropriate emotional reactivity as well as social emotional skills to manage, perform and thrive in educational settings.
Goal	Thomasville City Schools will reduce behavior instances that cause removal of students from the classroom by 10%

Action Step # 1

Action Step	Provide professional development for all staff in de-escalation strategies to enhance classroom management
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets and agendas for PD sessions as well as session documentation
Method for Monitoring Effectiveness	Discipline Data, Quarterly Walk-Throughs
Position/Role Responsible	Dr. Rhoda Gouin Director of Exceptional Students, Director of Federal Programs- Jennifer Turnbull
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Monthly
-----------------------------	---------

Does this action step support the selected equity intervention?	Yes
---	-----

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)?	Including the following organizations in the professional development so that our students can benefit from wrap around services: Georgia Pines, Vashti, The Gathering Place, Boys and Girls Club.
--	--

Action Step # 2

Action Step	Provide teaching staff with professional development and reference materials in effective classroom management, effective classroom procedures and classroom discipline
Funding Sources	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	Sign-in sheet, agenda and source documentation of the professional development
Method for Monitoring Effectiveness	Teacher Survey, feedback forms, Discipline Data, TKES evaluations, Quarterly Walk-Throughs

Action Step # 2

Position/Role Responsible	Superintendent/Ensures that the Principals are Monitoring staff effectiveness
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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)?	Including the following organizations in the professional development so that our students can benefit from wrap around services: Georgia Pines, Vashti, The Gathering Place, Boys and Girls Club.
--	--

Action Step # 3

Action Step	Thomasville City Schools will provide a uniform MTSS Framework
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 3

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	District Focus Walks, Source Documentation from Professional Learning, Agendas and Sign-In Sheets
Method for Monitoring Effectiveness	Discipline Data, MTSS Reports, Leadership Data, Well Being Assessment
Position/Role Responsible	District and School MTSS Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on perception data and results of state and local assessments, additional professional learning is needed for teachers to provide academic rigor, encourage critical and creative thinking, and push students to achieve goals.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Some teachers lack knowledge, experience, and or effective implementation of instructional practices.
Goal	Teachers will become knowledgeable about instructional strategies that improve results for students

Action Step # 1

Action Step	Provide teachers with professional learning on effective instructional strategies
Funding Sources	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	PL documentation, sign-in sheets, Yearly PL Plan
Method for Monitoring Effectiveness	Walk-throughs, District walk-throughs, Peer Observations, TKES evaluations, GMAS scores
Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum
Evidence Based Indicator	Moderate

Action Step # 1

Timeline for Implementation	Monthly
-----------------------------	---------

Does this action step support the selected equity intervention?	No
---	----

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

Action Step # 2

Action Step	Provide opportunities for teachers to collaborate on effective instructional practices
Funding Sources	Consolidated Funding
Subgroups	N/A 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	Meeting minutes, agendas and sign-in sheets, source documentation
Method for Monitoring Effectiveness	TKES evaluations and walk-throughs

Action Step # 2

Position/Role Responsible	Sharonda Wilson/Director of K-5 Curriculum Clark Harden/Director of 6-12 Curriculum
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly
-----------------------------	---------

Does this action step support the selected equity intervention?	No
---	----

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)?	Boys and Girls Club, 21st Century, Resource Center, The Gathering Place, Local YMCA, Vashti Home for Neglected and Delinquent
--	---

4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The FY23 CLIP began through the District Leadership Team which includes the Director of Federal Programs as well as other team members: Curriculum and Assessment Director, Director of Special Education, Director of Student Services, Human Resources Director and Superintendent. The Team met mid-year to discuss raw data from FY22 and then added the information available from spring testing. The team used the current achievement data to begin the process of determining gaps in achievement across the district. Further study and planning took place with the Parent Advisory Committee as well as with Parent Involvement Coordinators. The Parent Advisory Committee is comprised of both parents and local business leaders. Many community leaders for our local children's resource centers and community assistance programs were also in attendance. The Comprehensive Needs Assessment was used and studied thoroughly during strategic planning review and to determine gaps and areas of strength and weakness. The Federal Program Director took the preliminary studies and in a separate meeting with school and district leaders as well as parents and community members, used the information concerning the gap areas to determine the most pervasive needs. The team was able to determine key factors in the gaps and agree on the overarching needs of the District. The Federal Programs Director then met with Principals, personnel in Student Services, Special Education, Curriculum and Assessment as well as IDEA, CTAE, PBIS and ESOL/Migrant to formulate the interventions and strategies needed to close the gaps as determined by the overarching needs. The plan was further vetted, reviewed and approved by District/School leaders and the Superintendent. Through this process, Thomasville City Schools developed action steps/activities to provide students from low-income families and minority students with greater access to effective educators and to support educators in this process. The most pervasive needs in TCS meets the Title I-A definition of high numbers or high percentages of children from low-income families therefore the District transfers 100% of Title II-A and Title IV-A funds into Title I-A and consolidates Title V-B and 1003 (a) School Improvement which allows the District to use the funds to help ensure that all children meet challenging state academic standards. Also, funding will be used to implement the following ongoing and continuous coordination of services in the following way:</p> <ul style="list-style-type: none"> -Provide targeted teacher development on content, pedagogy and student supports and interventions -Provide Effective research-based strategies through PL given by the Instructional Coaches -Ensure all teachers are effective in their content by hiring in-field or requiring the TAPP program and the GACE.
---	---

Coordination of Activities

	<ul style="list-style-type: none"> -Encourage on-going development through area RESA and college courses -Evaluate and monitor the working environment in support of a positive school climate -Providing opportunities for leaders within the District through the LAPP Program and Aspiring Leaders Program -Provide support within the schools for new hires by utilizing a District Mentor -District walk-throughs -Peer observations and feedback -Review staff survey data for trends and patterns and address needs -Use school climate and culture specialist to assist principals with school environment -Providing Instructional Coaches at each school setting to provide support to teachers and to model effective instruction -To ensure rigorous and challenging content through TKES evaluations, walk-throughs, and consistent data analysis -Provide a District Mentor that will provide support for new hires and to provide assistance with classroom strategies -Provide materials for students and teachers that are research-based and proven -Analyze data from benchmarks, GMAS and EOC's throughout the district to drive instruction -District office and related school personnel will assist local resource centers, centers for neglected and delinquent and migrant students that serve TCS students with resources and support needed when working with our students. -Provide on-going support for ESOL students after school -Provide on-going afterschool tutoring support for all students
--	--

Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>All schools in Thomasville City Schools (TCS), allow the Principal discretion in the hiring of their staff. Letters of intention as well as non-renewal status is reviewed in March of each year to determine openings as well as projections for new positions. Human Resources actively pursues area college recruitment in the Spring of each year. The Thomasville City Schools website posts openings within 2 days of the notification from the Principal or Superintendent. In addition, incentives such as gifted endorsement, math endorsements as well as ESOL endorsements have been provided by the District based on the school needs and funding for the school year. Although Thomasville City Schools waived certification, the goal is to hire credentialed teachers in the area they will be staffed. If a credentialed candidate can't be found, the PQ requirements for TCS has minimum qualifications requiring a bachelor's degree.</p> <p>The Director of Federal Programs in partnership with the Human Resources Director monitor school comparability in regards to teacher experience and student to teacher ratio. Also, at the beginning of each school year, the Federal</p>
---	---

Serving Low Income and Minority Children

	<p>Programs Department reviews the Staffing Rosters to verify that every teacher has appropriate qualifications. Parents are given their "Parent Right to Know" letters on the first day of school and notified within 20 days of the teachers who have not met the PQ requirements of Thomasville City Schools. Specifically, Thomasville City Schools ensures that our low income and minority children are not served in disproportionate rates in the following ways:</p> <ol style="list-style-type: none"> 1. Ineffective Teachers: Thomasville City Schools ensures that our students are not being served by ineffective teachers through the monitoring of teacher performance/student performance. At the school level, principals utilize the TKES platform which is designed to build teacher effectiveness and ensure consistency and comparability. At the district level, walk-throughs are conducted along with data analysis to review benchmark data, summative evaluations and trends and patterns observed by the principal. If a teacher is found to be ineffective, the district will take appropriate measures to repair or rectify the situation. In FY22, an additional Curriculum Director was hired so that Thomasville City Schools has a K-5 Director and a 6-12 Director. This has allowed for additional oversight in the schools and also to assist principals with Inter Rater Reliability with TKES evaluations. 2. Out-of-field: Although Thomasville City Schools has a strategic waiver and the minimum qualification is a bachelors degree, human resources works with all principals in the district to assist teachers in becoming fully credentialed in the field that they teach. Thomasville City Schools along with the teachers accomplish this through the TAPP program, additional college preparation and/or GACE testing. 3. Inexperienced Teachers: Thomasville City Schools first priority is to hire the most qualified teacher for open positions for both Title I and non-Title I schools. In the event that a teacher with little or no experience is hired, TCS provides many safety nets and support. All Title I schools have Instructional Coaches and the District has a mentor that provides support for all new hires. For FY23, TCS will hire an additional mentor to provide further support needed for new teachers and teachers new to the district. Also, TCS provides support in professional learning through the Instructional Coaches, RESA, conferences and peer support.
--	--

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	<p>The most pervasive needs in TCS meets the Title I-A definition of high numbers or high percentages of children from low-income families therefore the District transfers 100% of Title II-A and Title IV-A funds into Title I-A and consolidates Title V-B and 1003 (a) School Improvement which allows the District to use the funds to help ensure that all children meet challenging state academic standards. Also, funding will be used to implement the following ongoing and continuous coordination of services in the following way:</p> <ol style="list-style-type: none"> 1. The district uses data, both formatively and summatively, to develop the
---	--

Professional Growth Systems

	<p>district's professional development plan. At the school level, principals progress monitor student achievement data and provide professional learning sessions to develop interventions and instructional strategies to improve student achievement. Each school also has an instructional coach that works with teachers through the coaching cycle to improve instruction throughout the year based on progress monitoring and analysis. At the district level, the administration works with the principals to analyze data within the year as a means of providing professional development and resources to meet students' academic needs. Both the school and district level processes are progressive and monitored throughout the school year. At the end of each school year, school and district level administration conduct a deep data dive to investigate large target areas to be addressed the following school year. This summative process drives the district's professional learning budget and planning for the following school year.</p> <p>2. The district has a policy for professional learning opportunities that dedicates time and money to professional development system wide. As part of this policy, the superintendent and designee ensure the professional development plan is embedded in the comprehensive school improvement plan and that it is updated annually. Furthermore, the integration of professional learning plans and professional learning goals through the TKES and LKES evaluation systems ensures that each teacher's professional development will be sustained, ongoing, and job-embedded.</p> <p>3. Through annual analysis, district and school level goals are created for the district and school level administration. Leaders will be supported through the district's professional development plan to meet the goals. LKES will be used to monitor and drive the effectiveness of the district leadership's professional development.</p> <p>4. Based on the TKES and LKES evaluation systems and the implementation of the professional development goals and the professional development plans, required therein, the district's professional development plan will be evidence based and progress monitored. In doing so, the district's professional development plan will align with ESSA's new definition of being sustained, ongoing, job embedded, and evidenced based.</p> <p>5. The district has set up a system that monitors student outcomes and improvements in teaching, and analyzes their effectiveness both throughout the school year and annually. Adjustments will be made to the professional development plan based on the outcomes provided by TKES and LKES evaluation systems and student achievement outcomes.</p> <p>6. In supporting Professional Growth for teachers, principals, and other school leaders the district provides support for our teachers by paying to add endorsements in the areas of ESOL, Gifted, Dyslexia Endorsement, TAPP, or LAPP as a teacher leader or future school leader. The district supports teachers and future school leaders in career growth opportunities beyond base certification. School Leaders also are encouraged and supported in attending professional leader academies such as Governor Leadership Academy and Aspiring Principal Academy. Leaders in the district attend various training including GAEL, GACIS and GSSA-sponsored events, as well as any RESA</p>
--	---

Professional Growth Systems

	<p>training in order to build capacity. Teachers are also provided stipends when attending Professional learning sessions during the summer or afterschool hours such as evenings and Saturdays to reduce the need for substitute teachers.</p> <p>7. TCS district will continually monitor the needs of our teachers, principals, and other school leaders. The TCS district leaders which includes full operating departments in curriculum and finance will provide professional learning within our operating system and plans to provide professional outside PL by a person who is an expert in our areas of need. The growth from that PL will be documented and monitored using multiple sources of data.</p> <p>8. The district implements a New Teacher Induction Program to support teachers new to the system or new to their assigned role. New teachers are assigned a District Teacher Mentor for grades K-5 and 6-12. The District Teacher Mentors meet weekly with teachers and monthly with Leadership. The District Teacher Mentors provide one on one and group professional development on topics such as classroom management, curriculum and instruction which includes planning, preparing for standardized testing, and supporting students unique needs.</p>
--	--

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes
---	-----

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Thomasville City Schools waives certification for all teachers except special education teachers who requires GACE Special Education assessment and certification for service.</p>
--	---

PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Thomasville City Schools has a minimum professional qualification of a Bachelor's Degree.</p> <p>In the event of not being able to hire a candidate with a minimum professional qualification of a Bachelor's Degree, TCS will hire teaching candidates that have completed all of the requirements leading to certification with the exception of student teaching.</p>
--	---

State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>The most pervasive needs in TCS meets the Title I-A definition of high numbers or high percentages of children from low-income families therefore the district transfers 100% of Title II-A and Title IV-A funds into Title I-A and consolidates Title V-B and 1003 (a) School Improvement which allows the District to use the funds to help ensure that all children meet challenging state academic standards.</p> <p>2. Harper Elementary receives Title I-A 1003(a) School Improvement funds through consolidation to address the needs in the school that will make the biggest impact on student achievement. A team from GaDOE analyzed Harper Elementary and gave the district a report of the findings. As a result, TCS uses the funds to hire additional staff for intervention, additional tutoring, additional curriculum, software and technology as well as a STEM class that is offered as part of the daily rotation. The district office works with the principal to use additional federal/local funds to pursue their STEM initiative. Activities that increase student engagement and student growth are the priority. With the assistance of GaDOE and our RESA we are able to develop programming rich in student engagement and rigorous. In addition to student growth, funding helps to provide teachers in a CSI school with the professional learning needed to provide a rigorous, hands on classroom.</p> <p>As with Harper Elementary, all schools that are identified as needing support will be given the attention of the district office to assess the needs, analyze the root causes and determine the goals. Funding will be used to address the needs and ensure student progress.</p>
---	--

CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>District and school administration are part of local boards and committees including the regional technical college, chamber of commerce as well as many other industries. This allows the district to plan for local professional needs. Furthermore the District supports the implementation of work based learning and the youth apprenticeship program through the high school. These two programs allow students to gain on the job experience and soft-skill proficiency through the academic school day. The district administration also attends the CTAE program advisory council meetings as a means of networking with school staff and local business leaders that are relevant to CTAE programs offered in the District. The district supports and implements the requirements of the Bridge Law, which is focused on career awareness in connection with academic readiness by funding three career related courses in our middle school. The district supports CTAE department efforts in planning and having an annual career fair which connects grades 6-12 to both local and post-secondary institutions as a means of promoting college and career readiness. Moving forward, Thomasville City Schools goal is to coordinate</p>
---	---

CTAE Coordination

	and embed CTAE as an integral part of the overall education for all Thomasville City Schools students.
--	--

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	<p>Thomasville City Schools is developing, through the District MTSS Team, a plan that clarifies and provides a tool kit of behavior strategies and interventions for classroom teachers to reduce the number of office discipline referrals overall. For administrators, this includes developing alternative options to ISS and OSS to use as discipline consequences that do not result in significant instructional time being lost. Parental involvement and communication is encouraged to enable parents, guardians, teachers, and school administrators to work together to improve and enhance student behavior and academic performance.</p> <p>The District PBIS Team at Thomasville City Schools is reviewing/updating the Tier 2 and Tier 3 supports in place to find incentives that reach the student population that is not responsive to universal, school-wide incentives. This will assist in keeping students in their instructional environments while identifying strategies to assist students that are in need of more substantial behavioral support. Student support services are available at each school and other public entities, including community organizations, that address behavioral problems students may be experiencing.</p>
---	---

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district 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 interests and skills.</p>	<p>Visitations are held in May for the 5th grade students to come visit and tour the middle school campus. Important information about life in middle school is shared with the students during the visitation. A day is scheduled for rising 6th grade parents to visit the campus to gain information about middle school. The 8th grade students are informed of the pathways available at the high school by the staff at the high school. An assembly is held for the 8th grade students to gain information about the high school pathways offered and to register for classes. The 8th grade students pre-register for the high school courses of their choice with the consultation of the high school guidance counselor and instructional coach. The high school schedules an evening that parents can attend to gain information about the high school framework and expectations. Also, all 8th grade students complete an Individualized Graduation Plan which correlates with the Career Interest Inventory provided by GCIS. Finally, all 8th grade students with disabilities are involved in transition planning prior to high school enrollment. The case manager completes a career interest survey individually with students. Goals are established in the students' individualized education plan to reflect what career the student holds an interest in.</p> <p>In transitioning from middle to high school, 8th Grade high School orientation and tour of THS Classrooms/Programs takes place each May. Incoming Freshman/Parents will meet with a Counselor. Freshman will begin Portfolios using GCIS and/or OverGrad Program which would include career survey. To assist in the transition from high school to postsecondary education, Thomasville City Schools coordinates with institutions of higher education, working directly with local colleges/technical schools and informing freshman of opportunities during their freshman year. This allows freshman to set goals and know what it will take to reach life (career and college) goals. Thomasville City Schools also invites staff from post-secondary institutions to make lunch visits throughout the school year. Thomasville City Schools arranges visits to nearby colleges, universities and technical schools as well. In addition, Thomasville City Schools works with employers and local partners; and works with CTAE Director to individualize student needs as far as employment opportunities are concerned.</p> <p>Finally, Thomasville City Schools works to increase student access to early college in high school through dual or concurrent enrollment opportunities as well as career opportunities. Thomasville City Schools helps students access AP Exam information to assist in college preparation. Each Spring AP exams are provided for qualifying students.</p>
--	---

Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Because learning is a continuous process, Thomasville City Schools provides transition planning to guide and support the learning of all students served in its early childhood programs. The district's primary goal is to ensure successful transitions for students and their families from preschool to kindergarten. Strategies are designed/implemented to meet the needs of the diverse student population. The district provides services and resources to ensure beneficial opportunities for students, families, and schools. No students are denied enrollment because of socioeconomic status, developmental or behavioral disabilities.</p> <p>Thomasville City Schools is committed to ensuring that all students have opportunities to experience academic excellence as they transition from early childhood programs to local elementary schools. Strategies/action steps are taken to promote success for all students and their families as they progress/move to the next level in the district. Thomasville City Schools utilizes a Pre-K Project Director and Site Directors to facilitate and monitor the integration of Pre-K programs with elementary school programs and services.</p> <p>Specific transition practices include, but not limited to:</p> <ul style="list-style-type: none"> ● Coordinating Pre-K/kindergarten registration. ● Communicating information to parents, private preschools, and healthcare providers using a variety of means, i.e., district & school websites, flyers, TV announcement, school marquees, community banners. ● Providing appropriate learning environments to meet students' learning needs as mandated by Bright from the Start guidelines. ● Conducting two mandatory Academic Performance Conferences for all Pre-K parents. ● Planning orientation meetings and open houses for families regarding the importance of transitions and to facilitate communication with students and parents. ● Developing a Pre-K informational section (within the school's handbook) that outlines school expectations, procedures and other pertinent information specific to Pre-K. ● Practicing kindergarten rituals in Pre-K. ● Assisting with planning/implementing opportunities for families to be an integral part of their child's educational program. ● Collaborating with healthcare agencies to ensure students who are receiving special assistance continue to receive those services. ● Scheduling school tours/activities in the spring for Pre-K students (both private and public) to visit kindergarten classrooms to support a smooth transition. ● Creating community partnerships to provide time, materials, and financial support for Pre-K and kindergarten students.
---	---

Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Thomasville City Schools has no Targeted Assistance Schools</p>
---	--

Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>All of the Title I schools in Thomasville City have schoolwide programs. Thomasville City Schools adheres to the Georgia Standards of Excellence whether the school is Title I or a non-Title I school. In addition to following the State guidelines, our Title I Schools implement the following instructional programming:</p> <p>Thomasville City Schools ensures that high quality instruction is occurring in every classroom. The district provides common ELA and Math curriculum for K-8. The teachers use common pacing guides and assessments. The teachers also use MAP as well as DIBELS and benchmarks to provide on-going assessment of the students skills and to drive the instruction in their classrooms. All of the schools in Thomasville City utilize MTSS to provide on-going information and interventions for our students needing additional support. Also, Thomasville City Schools is rich in technology with almost 1:1 computer access. Many supplemental programs are provided for the teachers to enrich the curriculum. In the summer TCS has the B.A.R.K. Program- (Bulldogs Always Reading for Kicks) Targeted summer reading instruction for Level 1 & 2 readers in grades K-5. For FY22 TCS has added a math portion and an SEL component to B.A.R.K to provide additional support to combat loss of learning. In addition, the middle and high school offer a continuum of tutoring services throughout the year and in the summer to assist students in academics. TCS also provides effective software for our students that supplement core content. Teachers are provided assessment software to provide instructional data to inform instruction./AL</p> <p>Middle School: The assessment system includes MAP, Classworks as well as Study Island. Data from assessments help identify students and target skills for remediation. FIP strategies are used to inform instruction and subsequent strategies include: McGraw Hill Math, Flocabulary, Safari Montage, LearnEd Notebooks, CPO Science, Brain Pop, Gallopade, Moby Max, and Interactive notebooks. In the Middle School, reading will now become a separate content area to focus on reading strategies and use Read 180 to consistently assess Lexile levels of students. In addition, the middle school offers tutoring throughout the year which takes place after school and in all academic areas. In the summer, remediation/acceleration programs in math and reading are provided.</p>
--	---

Title I, Part A – Instructional Programs

	<p>The instructional program at the high school aims to ensure all students receive a quality education to prepare them for college or a career. All teachers are certified in the subject they teach. Instruction is differentiated to address needs of students of varying levels from students with disability to advanced level students. Professional learning activities are provided to ensure teachers are using Best Practices as they teach. THS has implemented FIP and will continue to do so. Saturday school and summer Credit Repair is available for students who are struggling in class or have failed a class. Parent involvement activities are provided throughout the year to keep parents informed and assist them in helping their child.</p> <p>Thomasville City Schools serves students in our local home for neglected or delinquent, (Vashti). These students receive the same instructional program that all students receive through Thomasville City Schools. Any special circumstances are provided by Vashti Staff to Thomasville City Schools are reviewed and given he same rights and services as any student in Thomasville City Schools.</p>
--	--

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).	<p>In Thomasville City Schools the Parent Occupation Survey is provided as part of the enrollment packet for all returning and new students, every year. Upon completion of the survey results, the results are reviewed by the Federal Programs Director. Based on the responses, the occupational survey is sent to GaDOE MEP Region 2 office for follow up. Once eligibility is established, the Federal programs Director assesses the students academic needs and communicates immediately with GaDOE MEP consortium staff at ABAC to coordinate services.</p> <p>When a student leaves Thomasville City Schools for another system, the parent can fill out the information to have the records sent immediately to their new school. If Thomasville City Schools receives notification of record request, the records are scanned and sent the same day and mailed within 48 hours.</p> <p>When Thomasville City Schools receives a migrant student, the Federal Programs Department accesses MSIX to review any information that may be missing from the students files. The information gathered is disseminated to the school counselor for proper placement, testing and services needed.</p>
--	--

Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it</p>	<p>Migratory Preschool children- Thomasville City Schools is a Consortium District and works in coordination with the MEP Consortium at ABAC for service delivery. As a need arises for migrant students, Thomasville City Schools works with the Consortium to ensure availability and access to high-quality early childhood education and care programs to encourage entry at the youngest possible age. The district can work with the consortium to provide tutoring services if needed for pre-school migrant children, particularly by offering language-development activities. It is also a support to reach out to migrant parents to raise their awareness of the learning programs available for their children and how they can enroll their children in these programs.</p> <p>Although Thomasville City Schools has a low number of Migrant students enrolled, the District is always prepared to take care of the needs of the Migrant students as well as the family. Upon verification of a migrant student, the District sets up a meeting with the Consortium representative to develop a plan. The District is responsible for ensuring that the parents are invited to all meetings concerning the student and are provided someone to translate for them if they do not understand English. Student Services is also involved in the meetings to ensure any wrap-around services that are needed are provided for</p>
--	--

Title I, Part C – Migrant Supplemental Support Services

<p>facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>the family. Any subsequent meetings that the parents may need to attend, federal programs will provide services such as translation, transportation or child care so that the family can be an active part of the education of the Migrant student.</p> <p>In addition to these services, Thomasville City Schools actively seeks any and all records of their Migrant students through State and MSIX to ensure the proper placement and grade level of the students. Federal Programs is acutely aware of skill gaps that often occur in Migrant students therefore the Migrant student is given assessments to help determine gaps. If remediation and tutoring is needed, the federal programs department work with the schools to schedule appropriate tutoring, equipment and transportation that the Migrant student may need to close the achievement gap.</p>
---	---

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>Thomasville City Schools strives to provide opportunities for students to be prepared for post-secondary opportunities. The graduation rate for the 2020-2021 school year was 80% overall and 56% for students with disabilities. The post-secondary outcomes for the 2020-2021 school year had a response rate of 88%. 50% of students are competitively employed, 21% are enrolled in higher education, 7% are in other employment, and 21% are unengaged. Post-secondary outcomes - All students participate in district established transition activities mandated by the BRIDGE Act to develop an individual graduation plan (IGP). Students with disabilities also have a transition plan in their IEP. The purpose and priority of every IEP team is to assist students with disabilities in building the skills and supports needed to reach their post-school goals with a successful transition from high school to post-secondary environments. Transition requires support from multiple sources so the student and his or her family can make choices, develop connections, and access services. With input and guidance from the student's school counselor and teacher-adviser and approved by the student's parent/guardian, revisions can be made to the IGP during the student's IEP annual review meeting and documented in the student's transition plan. Transition information is included in the IEP prior to the beginning of ninth grade or turning 16, or younger if determined appropriate by the IEP team. As appropriate, representatives of agencies or services may be invited to participate in the IEP development: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. Project Search is a high school transition program for students with disabilities offered by Thomasville City Schools in partnership with the Georgia Vocational Rehabilitation Agency (GVRA) and Archbold Memorial Hospital. The goal for each participant is competitive employment. To reach that goal, the program provides real-life work experience combined with training in employability and independent-living skills to assist students with disabilities to make successful transitions to productive adult life. The students need to be at least 18 years old to be considered for the program. The program offers training and education in a variety of available work sites in order to build a portfolio of job experiences. It is the goal of Project Search for students to become successful in gaining employment in the community using the many skills learned through both observation and practice. Thomasville City Schools also partners with GVRA for the High School High Tech (HSHT) program and Project Grow. The Georgia High School High Tech (HSHT) Program is a comprehensive community-based program providing youth with disabilities a link to academic and career-development experiences that enable them to successfully meet the workforce demands of</p>
--	---

IDEA Performance Goals:

	<p>the 21st century. The goal of HSHT is to provide information and services to students with all types of disabilities to assist them with identifying a realistic vocational goal and transitioning to post-secondary education and gainful employment. GVRA's Project G.R.O.W. (Getting Ready for Opportunities in Work) is a weeklong experiential program that exposes the participant to all five of the required areas under WIOA: Self-Advocacy, Career Exploration, WorkPlace Readiness, Counseling on Post-Secondary Opportunities, and Work Based Learning Experiences.</p> <p>Monitoring - Each case manager is charged with ensuring full IEP implementation with fidelity. At the beginning of the year, teachers are required to complete a checklist to verify student services, addresses, telephone numbers, eligibility date, and annual review date of all the students on their caseload. Checklists are sent and kept at the central office. It is the responsibility of the Special Education Director or Coordinator to ensure the fidelity of the process through monitoring the GO IEP Dashboard for timelines, completion of paperwork and checking a random selection of progress monitoring notebooks each semester. Teachers submit data collection/progress monitoring rubrics three times each school term on the data they have collected. Data collection notebooks are checked by special education administration, randomly throughout the year. Technical Assistance/Corrective Action will be provided as needed by the Special Education Lead teachers, Special Education Director, and school administrators.</p> <p>Professional learning - At the beginning of each school year, professional learning on IEPs is provided to all special education staff by the Special Education Director. Throughout the year, the Lead Special Education teachers at each school will contact the Special Education Director if additional training is needed. When/if new staff is hired during the year, professional learning will be provided. Professional learning and Technical Assistance regarding services and accommodations for students with disabilities, differentiation, co-teaching, and de-escalation are provided to all special and general education teachers during the district meeting at the beginning of each school term and throughout the year as needed.</p>
--	--

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as</p>	<p>Services for young children - All students with disabilities are included in district established early childhood activities to support, coordinate, and integrate services with early childhood programs. Thomasville City Schools serves children ages 3 through 5 with separate and collaborative classes, support in regular classes, and collaboration with public and private community and daycare centers. The Child Find and screening process is to ensure that all children who are eligible for special education and related services are identified, located, and evaluated. Child Find activities include public awareness and community outreach, the transition of children from early intervention to early childhood services, school-aged screening activities,</p>
---	--

IDEA Performance Goals:

<p>well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>and the referral of students for an evaluation to determine eligibility for special education related services. Thomasville City Schools' Special Education staff provides information to physicians' offices, local newspapers, community preschools, daycare centers, Thomas County Development Center (Headstart), and Babies Can't Wait (BCW).</p> <p>Through a coordinated process, a Thomasville City Schools Special Education representative participates with the parent in a transition planning conference that is arranged by BCW to discuss the transition process.</p> <ul style="list-style-type: none"> • The transition conference, scheduled by the BCW coordinator, will be held as early as nine months but no later than 90 days prior to the child's third birthday. • The parent/guardian, BCW coordinator, Thomasville City Schools' representative, and other persons as appropriate attend the conference and serve as the transition team. The parents have the right to request that an invitation be sent to the BCW service coordinator or other representative for the transition conference and follow up IEP meetings to assist with the smooth transition of services. • The transition team reviews the child's IFSP and other documents that pertain to the child's disability. • Thomasville City obtains the parental/guardian written consent to conduct a comprehensive evaluation. <p>We have an established process with Thomas County Development Center (Headstart) for referrals and services including a dual enrollment where our 3-year-old students with disabilities attend a special education class at our elementary schools two days and CDC for three days each week. Our 4-year-old students with disabilities attend special education class at our elementary schools four days a week with one day at CDC. We have a PreK Special Education teacher and SLP who provide services one day a week at CDC.</p> <p>Monitoring - Ensuring fidelity of not just the implementation of interventions but also the process of MTSS/RTI/SST is essential. Each school is charged with ensuring interventions are implemented with fidelity. RTI/SST is the primary mechanism of Child Find in an educational setting. It is a shared responsibility of the TCS Special Education Director and School Administrators to ensure the fidelity of the process of RTI. At the end of each nine weeks, each school will send a roster of the students receiving Tier 3/SST interventions. At a minimum, the psychologist and Director of Special Education will conduct SST audits once per semester at the school level. Additionally, SST files will be reviewed when they come to the office as part of a referral to special education. Technical Assistance/Corrective Action will be provided as needed by the RTI/SST Coordinators, school administrators, and Special Education Director. Professional learning - Implementation of RTI/SST with fidelity is at the heart of school improvement. At the beginning of each school year, professional learning on RTI/SST will be provided to staff by the Special Education Director or School Psychologists. Throughout the year, the RTI/SST Coordinators at</p>
--	--

IDEA Performance Goals:

	each school will contact the Special Education Director if additional training is needed. When/if new staff is hired during the year, professional learning will be provided.
--	---

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Provision of FAPE - The right to a free appropriate public education (FAPE) is available to all children with disabilities, ages 3 through 21 (inclusive) who reside in Thomasville City Schools district. FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade. Child Find is a process used by Thomasville City Schools to identify, locate, and evaluate all children and youth, birth through 21, who are suspected of having disabilities that may result in a need for special education and related services to address problems that might interfere with their future development and learning.</p> <p>Ensuring LRE - Thomasville City Schools provides a continuum of service placements to meet the needs of students with disabilities who require special education and related services. In determining the educational placement of a student with a disability, including a preschool student with a disability, Thomasville City Schools ensures that the placement decision is made in conformity with the least restrictive environment (LRE) provisions of IDEA. After the IEP team has reviewed all required information and developed an IEP, a decision must be made as to where services need to be delivered in order to enable the student to receive FAPE in the LRE. The placement decision is made by the IEP team with the expectation that the services will be provided in the general education setting to the greatest extent possible. The decision must be fully supported by the present levels of academic achievement and functional performance, goals, and by the level of support and accommodations/modifications the student requires to access the curriculum.</p> <p>Professional learning - At the beginning of the school year, professional learning is provided on Child find policies during the district meeting by the Special Education Director or School Psychologists. Throughout the year, reminders of policies regarding FAPE are provided during district administrators meetings and monthly Principal's TA with Federal Programs. Technical assistance is provided to those teachers and administrators if non-compliance is noted.</p> <p>At the beginning of each school year, professional learning on all aspects of FAPE including IEPs, Child find, LRE, Due Process, Parental Rights, etc. will be provided to all special education staff by the Special Education Director. Lead Special Education teachers meet monthly with the Special Education Director and reminders, updates, and areas of concern are addressed. Throughout the year, the Lead Special Education teachers at each school will contact the Special Education Director if additional training is needed. When/if new staff is hired during the year, professional learning will be provided.</p>
---	---

IDEA Performance Goals:

	<p>Monitoring - Each special education case manager is charged with ensuring FAPE through full IEP implementation with fidelity. At the beginning of the year, teachers are required to complete a checklist to verify student services, addresses, telephone numbers, eligibility date, and annual review date of all the students on their caseload. Checklists are sent and kept at the central office. It is the responsibility of the Special Education Director to ensure the fidelity of the process through monitoring the GO IEP Dashboard for timelines, completion of paperwork and checking a random selection of progress monitoring notebooks each semester. Teachers submit data collection/progress monitoring rubrics three times each school term on the data they have collected. Data collection notebooks are checked by special education administration, randomly throughout the year. Technical Assistance/Corrective Action will be provided as needed by the Special Education Lead teachers, Special Education Director, and school administrators.</p>
--	--

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Monitoring and supervision - The central office directors meet monthly to discuss programs and processes and the impact they are having on the system schools. The Superintendent meets with building level and system level administrators monthly to keep abreast of local, state and federal updates. Federal Programs (Title and IDEA), as well as all department heads, meet with the principals monthly to give technical support and assistance. Instructional coaches from each of the schools, the system test administrator, special education representatives, and the Title III/Migrant Education coordinator meet monthly to discuss important items and updates from the GaDOE Curriculum, Assessment and Instruction Division. This allows the dissemination of vital instructional information to all schools and departments across the system.</p> <p>Professional learning - During the Federal Programs monthly Principals technical support and assistance meetings, the Special Education Director provides PL in specific areas such as Discipline, FAPE, LRE, and reporting requirements. Specific TA is provided individually to school administrators if/when non-compliance occurs. Corrective action, if needed, is specified and completion timeline is given.</p> <p>The Special Education Director participates in the monthly Collaborative Community Director's meeting at SW GLRS. Lead Special Education teachers and School Psychologists meet monthly with the Special Education Director and new information, reminders, updates, and technical assistance in areas of concern are addressed. At the beginning of each school year, professional learning on all aspects of Special Education will be provided to all special education staff by the Special Education Director. Throughout the year, the Lead Special Education teachers at each school will contact the Special Education Director if additional training is needed. At mid-year, professional learning for special education staff is conducted at each school. When/if new staff is hired during the year, professional learning will be provided. At the end of each year, the Special Education Director, Lead Teachers, and School</p>
---	--

IDEA Performance Goals:

	Psychologists review and update the Special Education Procedures and Practices Manual to ensure compliance and best practices. If needed, due to updates/changes from GaDOE, the manual information is updated and disseminated.
--	--

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students’ academic achievement the LEA will implement:</p> <ol style="list-style-type: none">1. In support of well-rounded educational opportunities, if applicable<ul style="list-style-type: none">2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step3. In support of safe and healthy students, if applicable<ul style="list-style-type: none">4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step5. In support of the effective use of technology, if applicable<ul style="list-style-type: none">6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step	<p>Thomasville City Schools will be transferring 100% of Title IV, Part A funds to Title I, Part A.</p>
---	---

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% of Title IV, Part A funds will be transferred to Title I, Part A
--	---

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<ul style="list-style-type: none"> ● Intervention Effective: Adjust Activities/Strategies ● The Equity Gap for Math showed some improvement. The elementary schools with high subgroup populations had an average of 76% below proficiency in math which is a 5% improvement. The elementary with a lower subgroup population improved by 8%.
<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<ul style="list-style-type: none"> ● Common pacing guides as well as common assessments were used. Adjustments in the timing of the benchmarks will be made for FY23. The data provided gave the district information needed to compare schools, pacing and implementation of strategies. ● The Instructional Coach at the lower subgroup population provided excellent resources for all teachers. It is apparent in mathematics where there was an 8% increase in proficiency scores.
<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<ul style="list-style-type: none"> ● Intervention Not Effective – Adjust Activities/Strategies ● The Equity Gap in ELA did not improve. The two elementary schools with large sub-group populations indicated that 83% of the students in 3-5 grade did not meet proficiency on GMAS while only 38% of students in the school with less subgroup population did not reach proficiency. Both scores do not indicate improvement ● The District Mentor was a critical piece to help new teachers with strategies and management of the classrooms. The survey of new teachers, 98% were favorable of the mentors help with strategies and management. ● Common pacing guides as well as common assessments were used. The data provided gave the district information needed to compare schools, pacing and implementation of strategies.

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	<ul style="list-style-type: none">● Thomasville City Schools (TCS) made strides in providing targeted teacher development on content, pedagogy and student supports and interventions. The District was able to complete pacing guides in all grades and was able to make common assessments. TCS also purchased a new reading curriculum that now provides consistent instruction throughout the district. Professional development was provided continuously in reading for all of these content teachers. All students are receiving more consistent and enriching content that will reach all students and continue to reduce the gaps. Teachers are receiving more professional development in vocabulary instruction and reading support will be provided in FY23 for our most recent FY22 ELA curriculum purchase.
---	---

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	At this time we have "No Participating Private Schools".
Title II, Part A	At this time we have "No Participating Private Schools."
Title III, Part A	At this time we have "No Participating Private Schools."
Title IV, Part A	At this time we have "No Participating Private Schools."
Title IV, Part B	At this time we have "No Participating Private Schools."
Title I, Part C	At this time we have "No Participating Private Schools."
IDEA 611 and 619	At this time we have "No Participating Private Schools."