# SCHOOL IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>School Name: Toombs County High School</th>
<th>District Name: Toombs County</th>
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<tbody>
<tr>
<td>Principal Name: Christopher Bell</td>
<td>School Year: 2014-2015</td>
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**Title I Schoolwide**
- Program [x]

**Title I Targeted Assistance**
- [ ]

**Non-Title I School**
- [x]

### ESEA WAIVER ACCOUNTABILITY STATUS

(Check all boxes that apply and provide additional information if requested.)

- Priority School (SIG) [ ]
- Priority (Graduation Rate) [ ]
- Priority (Achievement) [ ]
- Alert School (Achievement) [x]
- Focus School [ ]

### Graduation Gap
- [ ] List High and Low Sub-Groups with Percentages

### Achievement Gap
- [ ] List High and Low Sub-Groups with Percentages

**Principal’s Signature:** Christopher Bell  
**Date:**

**Superintendent’s Signature:** Dr. Kim Corley  
**Date:**
Toombs County Five Focus Areas:

1. High Academic Achievement: Raise the academic challenge and performance of each student.
2. Quality Teachers, Administrators, and Staff: Ensure quality personnel in all positions.
4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.
5. Strong Parental and Community Support: Increase stakeholder understanding, trust and support of public schools.

District SACS Standards

Standard 1 Vision & Purpose
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about learning.

Standard 2 Governance and Leadership
The system provides governance and leadership that promote student performance and system effectiveness.

Standard 3 Teaching & Learning
The system ’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across grades and courses.

Standard 4 Resources and Support Systems
The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Standard 5 Using Results for Continuous Improvement
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.
## Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION/ROLE</th>
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<tbody>
<tr>
<td>Mr. Chris Bell</td>
<td>Principal</td>
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<tr>
<td>Mrs. Judy Hellgren</td>
<td>Assistant Principal</td>
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<tr>
<td>Mrs. Carmen Roberts</td>
<td>Associate Superintendent</td>
</tr>
<tr>
<td>Mrs. Sonya Ross</td>
<td>District Curriculum Director</td>
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<tr>
<td>Dr. Kip Hart</td>
<td>Instructional Coach</td>
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<tr>
<td>Mrs. Rhonda Stone</td>
<td>CTAE Director</td>
</tr>
<tr>
<td>Mrs. Kim Alexander</td>
<td>Lead Counselor, 504 Coordinator, AP Coordinator</td>
</tr>
<tr>
<td>Mrs. Karen Braddy</td>
<td>Counselor, Testing Coordinator</td>
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<tr>
<td>Mrs. Tracy Hart</td>
<td>Media Specialist</td>
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<tr>
<td>Ms. Rustin Howard</td>
<td>English Department Chair</td>
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<tr>
<td>Mrs. Kim Lashley</td>
<td>Math Department Chair</td>
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<tr>
<td>Mrs. Wendie Sikes</td>
<td>Science Department Chair</td>
</tr>
<tr>
<td>Mr. Bradley Benton</td>
<td>Social Studies Department Chair</td>
</tr>
<tr>
<td>Mrs. Sabrina Campbell</td>
<td>Special Education Department Chair</td>
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<tr>
<td>Mr. Brian Fitzgerald</td>
<td>Physical Education Department Chair</td>
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<tr>
<td>Mr. Mark Montfort</td>
<td>CTAE Department Chair</td>
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<tr>
<td>Mrs. Suzanne Smith</td>
<td>Fine Arts and Modern Languages Department Chair</td>
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<tr>
<td>Mr. Bill Benton</td>
<td>Athletic Director</td>
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<tr>
<td>Mrs. Leslie Mills</td>
<td>Math Mentor</td>
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<tr>
<td>Mrs. Frankie Strickland</td>
<td>Inclusion Consultant</td>
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<tr>
<td>Mrs. Susan Halligan</td>
<td>Math Assessment</td>
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<tr>
<td>Mrs. Shelley Smith</td>
<td>English and Writing Consultant</td>
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<tr>
<td>Mrs. Meredith Brodnax</td>
<td>School Council Member- Teacher Representative</td>
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<tr>
<td>Mr. George Lucke</td>
<td>School Council Member- Teacher Representative</td>
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<tr>
<td>Mr. Larry Smith</td>
<td>School Council Member- Parent Representative</td>
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<tr>
<td>Mrs. Deanna Bryant</td>
<td>School Council Member- Parent Representative</td>
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<tr>
<td>Mr. Jamie Villegas</td>
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<tr>
<td>Mrs. Leanne Croft</td>
<td>School Council Member- Parent Representative</td>
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<tr>
<td>Mr. Alan Adams</td>
<td>School Council Member- Parent Representative</td>
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**SWP Components**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.*

**A.** Toombs County High School’s School Improvement Plan was developed as a cooperative effort between the School Instructional Leadership Team which includes administrators, instructional coach, and counselors, as well as the departments within Toombs County High School. These teams will be responsible for carrying out this school improvement plan.

In April 2014, representatives of the Toombs County High School Instructional Leadership Team and as well as the various departments met in conjunction with central office administrators to review data from Toombs County High School. Toombs County High School reflected in its School Improvement Plan (SIP) the stakeholders listed above as Planning Committee Members, as well as other feedback from other school faculty, staff, parents, and community representatives. The SIP includes learning objectives, specific strategies, and frequent evaluations. The SIP also reflects a strategic use of resources in order to provide the best educational opportunities for all students. Toombs County High School’s goals are aligned with the overall goals of the Toombs County School District.

In January of 2013, Georgia Assessment of Performance on School Standards (GAPSS) Analysis was conducted by the state. GAPSS recommendations and commendations furthered Toombs County High School’s improvement process. Because Toombs County High School” College and Career Readiness Performance Index Score (CCRPI) for the past two school terms continues to be below the satisfactory score of 70, the data collected from the GAPSS Analysis will be utilized in forming the SIP.

**B.** The 2014-2015 process began in May when the administrative team met with the School Instructional Leadership Team and district personnel at the data dig to examine performance measures of the College and Career Readiness Performance Index (CCRPI). School Instructional Leadership Team members were asked to examine the 2013-2014 Toombs County High School SIP. Brainstorming strategies were used to solicit strategies to assist in making CCRPI gains. Toombs County High School was named Alert CCRPI status in August 2014.

Data gathered on student achievement were disaggregated and reviewed by the School Instructional Leadership Team. Representatives of all stakeholder of this team as well as all members from the various departments were involved in meetings, assisted in gathering data, made recommendations that fostered the analytical process, and presented strategies to assist in designing solutions.

Toombs County High School has a large migrant population. Toombs County High School follows district, state, and federal guidelines to ensure migrant students achieve the same challenging state academic achievement standards all students are expected to
Toombs County High School uses the following data sources to monitor and analyze student performance in order to drive instruction and improve professional practice.

**Student Performance Data**
- Criterion Reference Competency Test (CRCT) – diagnostic data of incoming 9th graders
- End of Course Test (EOCT) – assess content knowledge and skills in 9 core content areas
- Georgia High School Writing Test (GHSWT) – measures standards for writing
- Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and American Collect Test (ACT) – college readiness data
- Advance Placement (AP) – students earning a 3 or higher
- Credit Recovery – data from online and school-based efforts to help students recover credits for coursework
- GHSGT Review Session Attendance – data for GHSGT test waiver and/or variance
- Data Assessment – formative and summative data gathered and disaggregated at the department level to guide and adjust instruction
- Career Technical and Agricultural Education (CTAE) End-of-Pathway Assessment Data – career readiness
- Benchmarks
- Mock Writing Test

**Demographic Data**
- Student Attendance
- Student Discipline Referrals
- Teacher Attendance
- Graduation Rate by Gender
- Students with Disabilities (SWD) Achievement Data
- English Language Learner (ELL) Achievement Data
- Gifted and Accelerated Student Achievement Data
- Minority Populations
- Populations by Gender
- Migrant Student Data

**Parent and Community Involvement (GAPSS)**
- Athletic Booster Club
- Parent Seminars and Workshops
- Open Houses
- Toombs County High School Council
- Parent Portal
Toombs County High School has reflected on a variety of sources of student data, including state, local, school, and classroom-based assessments in formulating the SIP. A comprehensive review of the data has helped Toombs County High School establish the following goals for all students, based on student achievement as measured by meets and exceed rates on the End-of-Course, Georgia High School Writing Test, Advance Placement Exams, and End of Path Way Assessments. Because the EOCT is transitioning to Milestones, a conversion score will be used to compare last year to this year if application.

- Ninth Grade Literature and Composition will increase from 79.9% to 85% in 2015.
- American Literature End of Course will increase from 91.2% to 93% in 2015.
- Coordinate Algebra will increase from 21.1% to meet the RESA average in 2015.
- Analytical Geometry will increase from 12.5% to meet the RESA average in 2015.
- Physical Science will increase from 66.1% to 75% in 2015.
- Biology will increase from 61.5% to 70% in 2015.
- US History will increase from 67.5% to 80% in 2015.
- Economics will increase from 67.8% to 70% in 2015.
- Participation rate on all End of Course Tests will be ≥ 95%.
- Georgia High School Writing Test will increase from 93% to 95% in 2015.

C. Toombs County High School has based the School Improvement Plan on information about all students in the school and identified students and groups of students who are not yet achieving to Georgia’s academic content performance standards and Georgia’s student academic achievement standards including:

- Economically disadvantaged (ED) students who are making gains, but are performing below proficiency in all content areas in comparison to all students as well as the district and the state.
- African-American students who are making gains, but are performing below proficiency in all content areas in comparison to all students as well as the district and the state.
- Hispanic, white and multiracial students, who are making gains but are still performing below proficiency in some areas.
- Students with Disabilities (SWD) who are making gains but are performing below proficiency in all content areas.
- Students who are classified as EL who are making gains but are still performing below proficiency in areas.

Therefore the needs which will be addressed are in the academic content areas English Language Arts, Mathematics, Science, and Social Studies for all students.

D. The root causes determined for each of the needs are as follows:

- Variety and level of relevant and rigorous classroom activities need improvement
- Disruptive behavior of some students compromises instructional time
- Literacy skills need to be strengthened across the curriculum
- Student motivation to achieve at high level needs to be increased
- The implementation of technology-based instruction is inconsistent(GAPSS)
E. For the 2014-2015 academic year, the measurable goals will be based on the College and Career Readiness Performance Index indicators. Content Mastery will be measured by the new Milestones Assessment, replacing the EOCT) and GAA scores, post-high school readiness will measured by the designated CCRPI indicators, and the Five-Year Extended Co-hort Graduation Rate.

The Leadership Team will meet bi-monthly to collaborate, discuss, and monitor instructional practices in classrooms. Data from organized focus walks will be used to move Toombs County High School forward in meeting the designated goals outlined in Part C will be collected through focus walks/walk-throughs and formative assessments. The School Instructional Leadership Team will also monitor the effectiveness of teaching and leadership strategies and adjust practices to improve teaching and learning. (GAPSS)
Toombs County High School is in the process of strengthening the following research-based strategies for student achievement:

- Response to Intervention (RTI); Pyramid of Interventions
- Standards-Based Classroom (SBC)
- Rigor and Relevance Framework
- Curriculum Mapping
- Data Teams
- Differentiated Instruction
- Literacy and Writing Across the Curriculum
- Teachers-As-Advisors
- Technology Integration

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

A. Toombs County High School will utilize the strategies listed above to address the needs of all children in the school, particularly the needs of students demonstrating least proficiency related to the State’s academic content and student academic achievement.

2(b). Are based upon effective means of raising student achievement.

**Response to Intervention (RTI)**

The Georgia Student Achievement Pyramid of Interventions is the process of aligning appropriate assessment practices with purposeful instruction for all students as outlined in the RTI guidelines. In Georgia, Response to Intervention is based in the education classroom where teachers routinely implement a strong and rigorous standards-based learning environment.

The tiered approach to providing layers of intervention for students needing support requires a school-wide common understanding of the Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Key components of Georgia’s RTI process include:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring.
- The use of a variety of ongoing assessment data to determine which students are not achieving success academically and or behaviorally.
- Data Teams in each department serve as the driving force for instructional decision making in the school.
- Purposeful allocation of instructional resources based on student assessment data.

At Toombs County High School, there are high expectations for learning for all students. Students requiring interventions to meet individual learning expectations will receive support
through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

**Differentiated Instruction**
Differentiated instruction tailors instruction to meet individual student needs in order to maximize individual student growth. Toombs County High School uses the following strategies to differentiate instruction:

- Remediation, enrichment, and acceleration which further a student’s understand of material.
- Diagnostic, formative, and summative assessment data informs instruction modification for individual students.
- Mixed ability (and inclusion) classrooms which challenge all students.
- Authentic tasks and hands-on activities which support learning and conceptual understanding with appropriate expectations for individual student learning.
- Further mandated differentiation is provided as prescribed by individual student IEPs.

**Literacy and Writing Across the Curriculum**
Toombs County High School was awarded the Striving Readers Grant to support literacy issues that are evidence by the data submitted in the grant summary. In an effort to address literacy standards of the Common Core Georgia Performance Standards and to expand the capacity of all teachers to teach literacy skills, Toombs County High School is working to integrate Literacy Across the Curriculum. This includes using vocabulary, reading, listening, speaking and writing components of literacy and defining what these language skills look like in each content area and determining how to incorporate literacy skills in unit and daily lesson plans. Teachers will participate in professional learning workshops to development skills and literacy strategies that will support Literacy Across the Curriculum.

**Teachers As Advisors**
Toombs County High School advisement program provides:

- 25 minute advisement sessions with advisors every other week (or more if needed)
- Lessons and activities used during the TAA period will be differentiated to accommodate student needs at each grade level.
- Students are looped with their advisor for four years
- A consistent school-wide curricula

**Technology Integration**
Toombs County High School continues to seek ways to integrate technology into the curriculum through the use of ActivBoards, LCD projectors, etc. with available equipment. Additionally, teachers now have access to sites which had previously been blocked, allowing them to utilize a wide variety of instructional media. (GAPSS)

**Migrant**
Toombs County High School features a growing population of migrant students. The school follows district, state, and federal guidelines to ensure that migrant students achieve the same challenging state academic achievement standards that all students are expected to meet.

Parents enrolling a child at Toombs County High School complete a parent occupational survey provided by the Migrant Education Agency (MEA) to assist in the identification and recruitment of migrant students. A copy of a survey with responses which may indicate the family may be
migratory will be sent to the Toombs County Schools Title I Part C Migrant Education Coordinator for further evaluation. The original survey will be maintained in the student’s cumulative records.

**Homeless**
Toombs County High School follows district, state, and federal guidelines to ensure that homeless students achieve the same challenging state academic achievement standards which all students are expected to meet. Students receive services consistent with McKinney Vento Act requirements.

### 2(c).
Use effective instructional methods that increase the quality and amount of learning time.
- Common planning and collaboration across the content area permits teacher to plan lessons that include differentiation, acceleration, and remediation activities during a student-focused work session with their peers.
- Before and after school tutorials are available for remediation assistance.
- Credit recovery courses are offered.
- Credit recovery opportunities are offered during the summer.

### 2(d).
Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

The needs of all students, Economically-Disadvantaged (ED), Students with Disabilities (SWD), and minority students have been determined based on a review of demographic data, achievement data and data collected through walk-through observations and more extensive observations. Scientifically-based strategies for improving student achievement have been implemented and the impact and effectiveness of these strategies have been monitored and measured using formative and summative assessment data.

### *3.* Instruction by highly qualified professional staff.
Toombs County High School employs only teachers who are highly qualified or seeking highly qualified status. Principals are responsible for recommending and assigning employees and assuring that they remain in subject areas in which they are highly qualified.

### *3(a).* Strategies to attract highly qualified teachers to high-needs schools.
Toombs County High School will strive to provide instruction by highly qualified teachers who meet the standards established by the state of Georgia by providing:
- A high-quality mentoring program for teachers new to the profession or to our system in the first year of employment.
- An instructional coach support system who models best practices.
- A highly quality mentoring program for new teachers entering the profession through alternative certification receive training and support by experienced teachers in their content areas.
A. Toombs County High School has included teachers, principals, and paraprofessionals, as well as other staff, in our staff development to address the root causes of our identified needs. Professional learning activities are provided bi-monthly for staff members through department meetings led by the Instructional Coach and Department Chair. Professional learning activities are designed around the research-based school-wide reform strategies outlined in item 2. These activities include:

- Delivery of Professional Learning by the school Instructional Coach in areas such as data collection and analysis, use of literacy strategies, classroom management, increasing rigor in the classroom, developing common understanding of learning targets and measurement of student achievement, and the development of formative and summative assessment instruments to accurately measure student performance and drive adjustment to instruction, the integration of technology for student engagement, and Literacy and Writing Across the content. (GAPSS)

B. In addition to the school-wide reform strategies, professional development aligns with the State’s adoption, rollout and implementation of the Common Core Georgia Performance Standards (CCGPS).

- Staff members participated in CCGPS webinar-based training provided by the Georgia Department of Education.
- Representative staff members collaborate with schools in our system and with other systems in our Regional Education Service Area on the development of units and vertical alignment.
- Staff members continue to attend available trainings and workshops that support the changes in curricula.

C. Toombs County High School has devoted resources to effectively carry out professional development activities addressing the root causes of academic problems. For example, an instructional coach is in place to assist teachers and students with strategies to alleviate issues. Following is a list of monetary and human resources available to Toombs County High School:

- Quality Basic Education Funds are used to meet the cost of providing a Quality Basic Education in accordance with minimum state standards.
- Title IIA provides funding for professional development that is research-based, tied to curriculum, assessment and instruction, and impacts student achievement.
- Georgia Department of Education is the state agency charged with fiscal administration and management of certain aspects of K-12 public education, including the implementation of state and federal mandates.
- Regional Educational Service Agency provides Professional Development and other services by working collaboratively with schools and school systems to build and sustain high performing learning cultures which prepare students to be globally competitive.
- Common planning time, increased learning time, and professional learning time to plan and implement new instructional strategies and better aligned core academics, enrichment, support services, and family engagement strategies to our instructional
Instructional Coordinator and department heads form an alliance and foster collaboration between stakeholders for the purpose of encouraging professional learning and growth.

D. Toombs County High School continues to include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- Analyzing Data
- Analyzing Student Work
- Using Common Assessments
- Developing Formative and Summative Assessments
- Increasing rigor in the classroom
- Implementing strategies to improve literacy in all classrooms

These professional development activities are aligned with district and state Frameworks and state standards.

Professional Learning activities incorporate The International Center for Leadership in Education’s Rigor and Relevance Frameworks, Marzano’s frameworks, and Common Core GPS Curriculum, as well as use of data and resources located in the Statewide Longitudinal Data System. (SLDA)

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5. Strategies to increase parental involvement.

A. Toombs County High School has involved parents by hosting open house activities, educational seminars led by the various academic departments.

B. Toombs County High School offers Parent Portal to allow parents to have access to all pertinent data regarding their students.

C. Learning resources, via school website, for parents are available from Toombs County High School. Parents may see any administrator or staff member at Toombs County High School for assistance. Meeting and workshops for parents are held throughout the year in large sessions or on individual basis related to student academic, attendance, and behavioral progress.
### 6. Plans for assisting children in the transition from middle school to high school.

The administrative and guidance teams of Toombs County High School are working to coordinate the transition of 8th to 9th students from Toombs County Middle School to Toombs County High School. Interest inventories are used to help 8th graders complete their Individual Graduation Plan. Mid-way through the 8th grade year, these students meet with advisors to plan their course of study and find answers to questions regarding the high school experience. Teachers provide guidance for curriculum selection and career planning during advisement. Toombs County High School also requires 9th grade students to take a Freshman Focus course during the 9th grade year in order to facilitate the transition.

Students continually develop and revise their Individual Graduation Plans based on current interests and abilities. The Individual Graduation Plan keeps the students focused on their individual academic goals and responsibilities, thereby assisting with the articulation for 12th graders to post-secondary options, including colleges, universities, military and/or the workforce.

### 7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Teachers are included in the decision-making regarding the use of academic assessments through collaboration in designing assessments aligned to GPS and CCGPS instructional frameworks. Grading categories are broken into formative and summative categories, and both formative and summative assessments are used to monitor student progress and inform instructional practices. Formative assessments are given upon the onset of the course and throughout the semester. Student achievement is gauged based on these assessments, and remediation is determined based on the results. All state-mandated assessments are administered and the status of the school is determined by the Georgia Department of Education. In addition to the state-required assessments, the School Instructional Leadership Team determines additional means of assessment in each content area. Teachers administer framework unit assessments in core content areas. Unit assessment results are analyzed and teachers collaborate to design remediation prior to GHSGT, EOCT and currently Georgia Milestones administrations. Teachers also use OAS and USA Test Prep in order to benchmark and support assessment. In courses which do not have the state-mandated EOCT, a Student Learning Objective or SLO will be administered. Additionally, a mock writing test is administered to tenth grade students each year in order to prepare for the Georgia High School Writing Test.

All assessments provide teachers with meaningful information on student progress which they use to make sound instructional decisions. The School Instructional Leadership Team, Instructional Coach, and various academic departments analyze standardized test results and teacher-administered test results to cite areas of remediation and acceleration. Extensive collaboration time is spent at the department level to review test results and ensure that grade level areas of improvement and individual students’ needs are identified. Once identified, additional resources are offered to the identified students. Formative assessments are used continually to determine progress in the regular classroom environment. The ultimate goal is to have all students in each course master the curriculum deemed essential by the GaDOE, so that they may earn a high school diploma on schedule.
8. Coordination and integration of Federal, State, and local services and programs.

At this time, Toombs County High School has not been able to access Title I funds as it has not been classified as a Title I school as of the time of this report. Local funds and federal funds are utilized to fund the program used by Toombs County High School. Through frugal management of resources and solicitation of community support, Toombs County High School has been able to offset budget cuts. Additionally, many of the programs provided by Toombs County High School do not require additional funds.

8(a). List of State and local educational agency programs and other federal programs that will be included.

- First District RESA
- Georgia Department of Education
- Southeastern Technical College
- Toombs County Schools Educational Foundation

8(b). Description of how resources from Title I and other sources will be used.

No Title I funds will be used at Toombs County High School. However, funds which are or may become available will be used for:

- Supplies and Materials – Materials and supplies will be readily available for teachers to be able to engage students in a variety of learning activities.
- Acquisition of research-based programs to support increased student learning in key areas, such as reading and writing, will help address academic deficiencies in struggling learners.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

The Career, Technology, and Agriculture Education (CTAE) Department and the Guidance Department at Toombs County High School work to ensure that all students have a smooth transition to post-secondary options. Student’s schedules are well considered as student career interest inventories are used to provide initial guidance regarding the selection of career pathways. Student schedules are carefully monitored to ensure that they are on track to meet career pathway requirements. Students at Toombs County High School are strongly encouraged to complete a CTAE pathway. Upon the successful completion of the three courses that comprise a pathway, students take the appropriate End of Pathway Assessment. A large number of students apply the skills acquired from the Career Pathway coursework through participation in the Work-Based Learning and Career Technical Instruction experience. In addition, students in all CTAE classes receive instruction on employability skills, soft skills, and career readiness. CTAE teachers are also diligently working to integrate Literacy Skills instruction and cross curricular mathematics instruction within the technical classroom. When appropriate required internships which focus on workplace skills, etiquette, and personal interactions are completed based on a student’s area of specialization. In addition, Toombs County High School hosts several military branches, colleges, and universities throughout the year for students to gain information about programs of study, ASVAB/SAT/ACT requirements, and the application
process. Students also have access to a Career Academy which includes access to JROTC program. Additional Career Pathways offered through SECCA include Cosmetology, Certified Nursing Assistant, and Automotive Repair.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Programs which enhance curriculum such as USA TestPrep have been purchased for student use. In addition, remediation and review sessions offered multiple times throughout the school year address students who have not met standards, as measured by Milestones Assessment in eight core subject areas and the Georgia High School Writing Test.

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

Student progress in standard mastery is utilized through multiple formative assessments throughout each unit prior to the students taking summative assessments. Informal Common Core identification of struggling learners is utilized through methods such as formative assessments, mock tests, etc.

9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.

Professional Development in the use of The Statewide Longitudinal Data System (SLDS) enables teachers to access pertinent data concerning student difficulties. Additionally, SLDS provides resources to aid teachers in assisting students with difficulties in identified areas. Ongoing professional development in differentiation in the classroom to further support teachers in providing appropriate assistance is coordinated in the school and district-wide. The Instructional Coach is involved in core discipline professional learning team collaborations, offering support for development of formative assessment to drive adjustment to instruction, as well as suggested uses of technology and support programs which may help teachers address individual student needs.

9(c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Through school-called or parent-requested conferences, all stakeholders in the educational process work together to develop plans to assist students individually. Teachers contact parents when students are struggling in class and record this contact in the Parent Contact Log in Infinite Campus.

10. Description of how individual student assessment results and interpretation will be provided to parents.

For all state-mandated assessments, including the Milestones Assessment, the Georgia High School Writing Test, and the End-of –Pathway Assessments, each student participating in the assessment will receive an individual score sheet, outlining the student’s scores, including areas of strengths and weakness, with some detailed analysis performance in each domain. Counselors are available to assist parents and students in interpreting student scores.
11. **Provisions for the collection and disaggregation of data on the achievement and assessment results of students.**

All core departments will utilize common planning time to disaggregate data from department-wide Framework Assessments and develop strategies for adjusting classroom instruction to meet deficiencies identified each 4 week grading period of the school year. Scores for students who fail to meet standards on state-mandated tests (Milestones and GHSWT) will be analyzed to provide targeted remediation prior to retesting opportunities. In addition, school-wide performance on state-mandated tests will be analyzed to determine root causes and implement appropriate strategies to address these issues.

12. **Provisions to ensure that disaggregated assessment results for each category are valid and reliable.**

Disaggregated assessment results for state-mandated assessments, both school-wide and for individual students, will be tracked longitudinally, using the trend data to detect anomalies for further investigation. Core department disaggregation of data will compare results from two or more teachers for most subjects and trend data for all subjects, reinforcing the accuracy of the data.

13. **Provisions for public reporting of disaggregated data.**

The status of the school, as determined by the ESEA Flexibility Waiver provisions and the College and Career Readiness Performance Index (CCRPI) score, will be announced publically, through the school website.

14. **Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school-wide program.**

Toombs County High School is not a Title I Program. Toombs County High SIP is developed from data over a one year period with input from members of the School Instructional Leadership Team. The plan is updated by the team and is reviewed by representatives from the Central Office. The plan is then shared with the faculty and staff, and posted to the school website for community access. Review of the plan is an ongoing process and all stakeholders are represented.

15. **Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).**

The planning process to create the plan includes the following steps:

1. Establish Members of the School Instructional Leadership Team Annually.
2. Collect Data
   - Student Demographics
   - Student and Faculty Attendance Rates
   - Discipline Rates
   - Retention Rates (including Graduation Rate)
- Academic Performance of Toombs County High School (including GHSGT, GHSWT, EOCT Data, PSAT, AP, SAT and ACT data)
- Academic Performance of Feeder Schools (8th Grade CRCT & WT Data)
- Grants and Partnerships

3. Complete the School Profile
4. Attend a Data Dig
   - Determine School Strengths and Weaknesses
   - Review Plan Requirements
   - Analyze the Collected Data
   - Establish and Set Goals
   - Plan Strategies and Designate Responsibilities

5. Plan Professional Learning
6. Complete SIP Components
7. Complete the Action Plan
8. Evaluate the Plan (ongoing)
9. Finalize and Submit the Plan to the Central Office
10. Implement and Monitor the Plan (ongoing)
11. Make the Plan Available to All Stakeholders (Faculty, Staff, Parents, and the Public)

16. Plan available to the LEA, parents, and the public.

   The School Improvement Plan will continue to be a working document and will be used to ensure school improvement and to raise student achievement. The Toombs County High School plan is made available to parents and to the public in the following ways:
   - A copy is located in and copies are available from the main office of the school.
   - A copy is available on the internet via the school’s website.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

   To the extent possible, or as requested, the Toombs County High School plan will be translated to other appropriate other languages for the parents of students in our school. In addition, student handbooks, newsletters, and other important information will be distributed throughout the school year and will be translated as needed. To facilitate communication between the school and parents whose native language is not English the school system, the school employs individuals who can translate.

18. Plan is subject to the school improvement provisions of Section 1116.

   Toombs County High School will comply with all requirements of the Elementary and Secondary Education Act (ESEA), section 1116.
Toombs County High School Balance Score Card

<table>
<thead>
<tr>
<th>CCRPI</th>
<th>Score</th>
<th>Achievement Points</th>
<th>Progress Points</th>
<th>Achievement Gaps Points</th>
<th>Challenge Points</th>
<th>EL/ED/SWD-Exceeding the Bar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>59.3</td>
<td>15.4</td>
<td>15.4</td>
<td>5</td>
<td></td>
<td>04</td>
</tr>
</tbody>
</table>

SMART GOAL: The percentage of students scoring a meets or exceeds in all End of Course Test (EOCT) will increase from the previous year.

- Ninth Grade Literature and Composition will increase from 79.9% to 85% in 2015.
- American Literature End of Course will increase from 91.2% to 93% in 2015.
- Coordinate Algebra will increase from 21.1% to meet the RESA average in 2015.
- Analytical Geometry will increase from 12.5% to meet the RESA average in 2015.
- Physical Science will increase from 66.1% to 75% in 2015.
- Biology will increase from 61.5% to 70% in 2015.
- US History will increase from 67.5% to 80% in 2015.
- Economics will increase from 67.8% to 70% in 2015.
- Participation rate on all End of Course Tests will be ≥ 95%
Toombs County High School Balance Score Card

SMART GOAL: The percentage of students exceeds in all End of Course Test (EOCT) will increase from the previous year.

- Ninth Grade Literature and Composition will increase from 28% to 32% in 2015.
- American Literature End of Course will increase from 29% to 33% in 2015.
- Coordinate Algebra will increase from 1% to meet the RESA average in 2015.
- Analytical Geometry will increase from 1% to meet the RESA average in 2015.
- Physical Science will increase from 22% to 27% in 2015.
- Biology will increase from 14% to 19% in 2015.
- US History will increase from 36% to 39% in 2015.
- Economics will increase from 21% to 28% in 2015.

<table>
<thead>
<tr>
<th>Subject</th>
<th>FY13 TCHS</th>
<th>FY13 State</th>
<th>FY14 TCHS</th>
<th>FY14 State</th>
<th>FY15 TCHS</th>
<th>FY15 State</th>
<th>FY16 TCHS</th>
<th>FY16 State</th>
<th>FY17 TCHS</th>
<th>FY17 State</th>
<th>FY18 TCHS</th>
<th>FY18 State</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Lit</td>
<td>24%</td>
<td>39%</td>
<td>28%</td>
<td>43%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am Lit</td>
<td>13%</td>
<td>34%</td>
<td>29%</td>
<td>42%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate Algebra</td>
<td>1%</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical Geometry</td>
<td>1%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>19%</td>
<td>49%</td>
<td>22%</td>
<td>52%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>14%</td>
<td>36%</td>
<td>14%</td>
<td>34%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>27%</td>
<td>42%</td>
<td>21%</td>
<td>42%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>40%</td>
<td>40%</td>
<td>36%</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SMART GOAL: The percentage of students passing the Georgia High School Writing Test (GHSWT) will increase from the previous year.

<table>
<thead>
<tr>
<th>Writing</th>
<th>FY13</th>
<th>FY14 (Baseline)</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Gr 8</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Gr 11</td>
<td>87</td>
<td>95</td>
<td>89</td>
<td>94</td>
<td>93</td>
<td>96</td>
</tr>
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</table>

SMART GOAL: The percentage of students scoring a 3 or higher on Advance Placement Exams will increase from the previous year.

<table>
<thead>
<tr>
<th>Advance Placement</th>
<th>FY13</th>
<th>FY14 (Baseline)</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Takers</td>
<td>142,014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3,4,&amp; 5</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Government</td>
<td>48%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP World History</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP US History</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AP Economics</td>
<td>54%</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>AP Literature</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Language</td>
<td>53%</td>
<td></td>
<td></td>
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<tr>
<td>AP Chemistry</td>
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<td></td>
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</tr>
<tr>
<td>AP Biology</td>
<td>59%</td>
<td></td>
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<tr>
<td>AP Calculus</td>
<td>51%</td>
<td></td>
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</tr>
</tbody>
</table>
SMART GOAL: SAT mean scores in Critical Reading, Mathematics, and Writing will increase from the previous year.

<table>
<thead>
<tr>
<th>SAT Mean Scores</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>System</td>
<td>State</td>
<td>System</td>
<td>State</td>
<td>System</td>
<td>State</td>
<td>System</td>
</tr>
<tr>
<td>Test Takers</td>
<td>72,119</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Critical Reading</td>
<td>490</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
<td>487</td>
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<tr>
<td>Writing</td>
<td>475</td>
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</tr>
</tbody>
</table>

SMART GOAL: ACT mean scores in English, Mathematics, Reading, and Science will increase from the previous year.

<table>
<thead>
<tr>
<th>ACT</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Takers</td>
<td>56</td>
<td>48,505</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>20.2(18)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>20.3(22)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>21.2(22)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>20.5(23)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Composite</td>
<td>20.7</td>
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</table>

Graduation Rate

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 year co-hort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 year co-hort</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TCHS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>66.5</td>
<td>69.2</td>
</tr>
<tr>
<td>LKES</td>
<td>TKES</td>
<td>SAC</td>
<td>TS</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>----</td>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LKES</td>
<td>TSES</td>
<td>SACSS</td>
<td>TCS</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
</tbody>
</table>
| TKES | SACS | TSS |     | Implement Teacher Keys Evaluation System to support teacher growth. Professional Learning Sessions Emphasizing:  
• Instructional Framework  
• Differentiation  
• Assessment Practices  
• Effective Collaboration | August 2013- May 2014 | PLC to study each standard in depth and detail | Subs to cover 1, 000 | Carmen Roberts Chris Bell Judy Hellgren | Sign in Sheets, Learning Quick Tips, Focus Walks  
Teachers will articulate the expectations of TKES and demonstrate implementation of evidences of standards. |
|      |      |     |     | Creation of a **revised** Teacher As Advisors Program | August 2014- May 2015 | Initial PLC to jump start the initiative, and regular committee meetings to monitor progress of implementation | NA | Carmen Roberts Head Counselor and Committee Members | Sign In Sheets, Meeting minutes  
Teachers can articulate the purpose, roles, and responsibilities of a TAA program. |
|      |      |     |     | Sustain and monitor Standards Based Instruction in all classrooms. | August 2014- May 2015 | Review mini PL sessions during Collaboration | Administrators Instructional Coach | Sign In Sheets, Meeting minutes Focus Walk Data | Teachers will articulate what makes a SBC and provide implementation of evidences of standards. |

EOCT Support  
AP Support  
Dual Enrollment
<table>
<thead>
<tr>
<th>LKSTKES</th>
<th>SACSTCSS</th>
<th>Actions, Strategies, and Interventions</th>
<th>Time Line</th>
<th>Professional Learning</th>
<th>Cost, Funding Source</th>
<th>Person(s) Responsible</th>
<th>Evaluation of Implementation of Strategies and Impact on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SEE ATTACHED PLANS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Artifacts</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Evidences</td>
</tr>
</tbody>
</table>