School Improvement Plan
2024 - 2025

Thomas County
Thomas County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student proficiency in every content area.
Root Cause # 1	With an increase in the number of students requiring MTSS support and interventions it has become difficult to manage student academic and behavior groups because of the large numbers in each class.
Root Cause # 2	Interruptions in learning arise from homelessness, family transitions, migrancy, immigration, language barriers, absenteeism, mental health concerns, class disruptions, and/or failure to complete assignments.
Root Cause # 3	Many students lack grade appropriate prerequisite skills, especially literacy and numeracy skills.
Root Cause # 4	Students and their families lack sufficient information and/or motivation to be effectively engaged in the instructional process.
Root Cause # 5	Teachers need professional learning to address student needs and to teach content with fidelity.
Root Cause # 6	Teachers struggle to personalize learning when students have different proficiency levels.
Goal	Increase academic rigor for students by providing targeted literacy instruction that increases the number of students earning a proficient or better rating on the GA Milestone Assessment by 3 % by the 2024-2025 school year.

Action Step # 1

Action Step	Consistently use universal screener data, formative assessments, and tiered intervention structure along with an intervention period that provides differentiated instruction for all students to identify comprehension deficits. Teachers conference with students to promote goal setting.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Administrators, Curriculum coordinator, Department leaders, MERIT Coordinator, teachers

Action Step # 1

Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators
Timeline for Implementation	Yearly

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

Action Step # 2

Action Step	Teachers will use the following strategies to increase text and vocabulary comprehension: PALS, magnet summary, vocabulary development activities, and close reading.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Assessment/screener reports, Data team reports, Review of unit and lesson plans by administrators
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinator, Teachers
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step # 3

Action Step	Use instructional technology to improve student achievement, such as Study Island, Membean, Flocabulary, Newsela, PLTW, Mobymax, Brain Pop, Formative
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Submission of formative and summative data assessment analysis data (RI) Unit and lesson plans
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director, Digital Learning Specialist
Timeline for Implementation	Weekly

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

Action Step # 4

Action Step	Hire class size reduction and intervention teachers to allow for differentiation and individualized instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Assessment/screener reports, Data team reports, Review of unit and lesson plans by administrators
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators
Timeline for Implementation	Weekly

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

Action Step # 5

Action Step	Provide after school tutoring in reading and math
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Subgroups	N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Leaders Demonstrate: Assessment/screener reports Data team reports Review of unit and lesson plans by administrators
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director
Timeline for Implementation	Weekly

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

Action Step # 6

Action Step	Continue to employ a curriculum coordinator to provide professional learning in instructional strategies, data analysis, and differentiation.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Submission of formative and summative data assessment analysis data (RI) Unit and lesson plans

Action Step # 6

Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators
Timeline for Implementation	Monthly

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

Action Step # 7

Action Step	Use MTSS to monitor student's academic proficiency and appropriate behavior, and provide support as needed. Provide additional support for students struggling in math by scheduling exploratory math intervention classes. TCMS behavior interventionist will continue to support students with behavioral issues.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Submission of formative and summative data assessment analysis HMH data Growth Measures, Unit and lesson plans
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Director of Special Education
Timeline for Implementation	Monthly

Action Step # 7

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)?	

Action Step # 8

Action Step	Consistently use manipulatives in tier 1 math instruction
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Submission of formative and summative data assessment analysis data (Mobimax) Unit and lesson plans
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director
Timeline for Implementation	Weekly

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

Action Step # 8

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

Action Step # 9

Action Step	Provide classroom resources to develop literacy and numeracy skills.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Submission of formative and summative data assessment analysis data (Mobymax) Unit and lesson plans
Method for Monitoring Effectiveness	Improve Benchmark and Milestone test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director
Timeline for Implementation	Weekly

Action Step # 9

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

Action Step # 10

Action Step	Provide ESOL instruction
Funding Sources	N/A
Subgroups	English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	ESOL teacher, ESOL Coordinator
Method for Monitoring Effectiveness	Improve test scores, grades and Access 2.0 by 3%
Position/Role Responsible	ESOL teacher, Administrators
Timeline for Implementation	Weekly

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

Action Step # 11

Action Step	Provide tutoring and supplemental services for migrant students
Funding Sources	Title I, Part C
Subgroups	English Learners Migrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Student growth
Method for Monitoring Effectiveness	Improve test scores and grades by 3%
Position/Role Responsible	Migrant Education Program
Timeline for Implementation	Weekly

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

Action Step # 12

Action Step	Provide differentiated instruction and resources that allow students to participate in rigorous and advanced coursework with the potential to earn high school credit as well as allow all students to demonstrate proficiency in grade level standards
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 12

Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Assessment/screener reports, Grades, Data team reports, Review of unit and lesson plans by administrators
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director, Merit Coordinator, MERIT Director
Timeline for Implementation	Weekly

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

Action Step # 13

Action Step	Conference with students to promote goal setting by providing Tier 1 and 2 instruction with fidelity.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Assessment/screener reports, Grades, Data team reports, Review of unit and lesson plans by administrators
Method for Monitoring Effectiveness	Improve test scores by 3%

Action Step # 13

Position/Role Responsible	Administrators, Curriculum coordinator, Teachers
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the learning environment, discipline, and attendance of students.
Root Cause # 1	Inconsistent use of classroom management practices
Root Cause # 2	Student needs for attention and academic support are unmet
Root Cause # 3	Students engage in off-task behaviors
Root Cause # 4	Students enter the grade without adequate academic proficiency
Root Cause # 5	Students exhibit unmet social and emotional needs
Goal	Thomas County Middle School will consistently implement discipline policies and procedures to improve measured and qualitative analysis of office referrals and team/grade level discipline plan documentation. Thomas County Middle School will reduce the number of students assigned to ISS/OSS by 3% for the 2024-2025 school year.

Action Step # 1

Action Step	1. Develop procedures and process which facilitate a positive school culture that increases student achievement by revising the culture plan using current data to include: 1.) Referrals to Social Worker/GA Pines, or school counselors 2.) Behavior Intervention Plans 3.) Parent Letters/Parent Conferences 4.) A process for reviewing and evaluating discipline referrals by grade and teacher. 5.) Increase supervision in lunchroom, halls, and transition times. 6.) Review current ISS/OSS procedures and protocols to include more grade/content level standards and emotional support for assigned students. 7.) Behavior Interventionist will meet with Tier 3 behavior students 2 times a week to work on social emotional issues. 8.) Grade level school counselor will meet with students as needed.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation	Team Behavior Management Plan -Sign In Sheet -Team discipline plans on file -Team analysis of student behaviors each nine weeks PBIS Discipline Report in ABC Data
Method for Monitoring Effectiveness	Improve test scores and reduce ISS and OSS days by 3%
Position/Role Responsible	Team leaders, grade-level administrators Behavior Interventionist and grade level counselor.
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Identify students in need of additional emotional or behavioral support and implement interventions. •Individual guidance counseling •Behavior Intervention Plan •Small group counseling sessions •Georgia Pines Counseling •Guidance counseling processes for college and career awareness •Exploratory for vocational and technical education •Behavior interventionist •Transition planning for students returning from alternative settings •Small group discussions with identified students Consistently implement MTSS
Funding Sources	Title I, Part A IDEA McKinney-Vento Perkins

Action Step # 2

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	-Counselor documentation -Discipline data from Infinite Campus -Career counseling
Method for Monitoring Effectiveness	Improve test scores and reduce behavior referrals by 3%
Position/Role Responsible	Counselors Administrators Teachers Behavior Interventionist Director of Special Education
Timeline for Implementation	Weekly

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

Action Step # 3

Action Step	Create and monitor individual learning plans put in place to assist students with academic achievement through MTSS Progress monitor students through our intervention class every 2-3 weeks to determine if modifications and teaching tools are improving student achievement. Involve students in monitoring academic performance with goal setting.

Action Step # 3

Funding Sources	Title I, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Notes Intervention List -RTI progress monitoring Learning Plans - Longitudinal Student Performance Data
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Teachers, Inclusion, Behavior interventionist, Director of Special Education
Timeline for Implementation	Weekly

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

Action Step # 4

Action Step	Implement intervention program for students that are chronically absent from school. Calls home, letters, meetings, parent support, Involve parents in academic conversations concerning what students are learning at school and what academic conversations parents can initiate at home. Promote daily attendance (media campaign)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent involvement coordinator and attendance clerk PBIS report on ABC data
Method for Monitoring Effectiveness	Improve test scores and reduce the number of absences by 3%
Position/Role Responsible	Administrators, Parent involvement coordinator and attendance clerk
Timeline for Implementation	Yearly

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

Action Step # 5

Action Step # 5

Action Step	Career awareness and planning counseling/ assessment activities
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Calendar of career counseling activities
Method for Monitoring Effectiveness	Improve test scores and increase career events by 3%
Position/Role Responsible	Counselors, Administrators, Director of Student Services, CTAE Director
Timeline for Implementation	Yearly

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

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide Professional Learning for all staff.
Root Cause # 1	Staff turnover has resulted in an increase of new teachers and/or teachers with provisional certificates
Root Cause # 2	Teachers lack consistency implementing school procedures
Root Cause # 3	Teachers need support with curriculum and instructional technology.
Root Cause # 4	Teachers need training on differentiation and MTSS process
Goal	100% of staff will participate in job related professional learning during the 2024-2025 school year.

Action Step # 1

Action Step	Teachers will implement the instructional framework for Tier 1 and 2 instruction with fidelity. Teachers will utilize common planning to adjust lessons based on student performance data.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Minutes, Lesson Plans, Student Performance Data
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	All teachers will attend P.L. on Literacy in content areas, numeracy instruction, MTSS/Intervention, Literacy and data analysis, instructional strategies and differentiation as appropriate. Administration will conduct walkthroughs and teacher observations to monitor implementation of P.L. topics. Substitutes will be provided to allow for peer observations.
Funding Sources	Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting notes, Flexible group rosters for classroom intervention, Sign in sheets
Method for Monitoring Effectiveness	Improve test scores by 3%, Teacher implementation of new strategies and TKES.
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director, Director of Special Education
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step # 3

Action Step	District coordinators for math, ELA, Social Studies, and Science will meet once a month with each grade level group
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Minutes, Lesson Plans, Unit Plans, Sign in sheets
Method for Monitoring Effectiveness	Improve test scores by 3% TKES observations
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director
Timeline for Implementation	Monthly

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

Action Step # 3

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

Action Step # 4

Action Step	Provide PL to new teachers and support teachers in Gifted/SPED/ESOL/ Dyslexia Reading endorsements
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walkthrough Data, Meeting Minutes
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum department, Director of Special Education
Timeline for Implementation	Yearly

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

Action Step # 5

Action Step	All teachers will participate in P.L. on how to conduct positive conferences and regular communication with parents.
Funding Sources	Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administrators, Instructional Coach, Department Leaders, Leadership Team, Parent Involvement Coordinator
Method for Monitoring Effectiveness	Improve test scores by 3% Improved parent conferences through observations
Position/Role Responsible	Administrators, Curriculum coordinator, Department Leaders, Leadership Team,
Timeline for Implementation	Weekly

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

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Engage Families in improvement efforts and school leadership
Root Cause # 1	Faculty and staff need training on ways to engage families in supporting student achievement
Root Cause # 2	Families need information and training on supporting students academically and behaviorally
Root Cause # 3	Lack of student engagement and failure to turn work in on time
Goal	TCMS will provide families with opportunities for input on school improvement initiatives.

Action Step # 1

Action Step	Employ parent involvement coordinator to facilitate family engagement activities (parent nights, honors assemblies, special events, etc.), conduct parent workshops (testing, attendance, etc.), implement teacher training, and coordinate school efforts to engage all efforts.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Surveys, Parent feedback, workshops, Sign sheets, Parent participation
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administration, parent involvement coordinator.
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Promote parent participation in the school improvement plan revision and implementation, parent-student compact revision, family engagement plan revisions and implementation by using the remind APP, flyers, letters home and the school website.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, minutes, SIP, Family Engagement Plan, and compacts
Method for Monitoring Effectiveness	Improve test scores and increase parent participation by 3%
Position/Role Responsible	Administration, parent involvement coordinator
Timeline for Implementation	Weekly

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

Action Step # 2

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

Action Step # 3

Action Step	Coordinate school efforts to inform parents of academic expectations and current topics of instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, minutes, SIP, Family Engagement Plan, and compacts
Method for Monitoring Effectiveness	Improve test scores and parent participation by 3%
Position/Role Responsible	Administration, parent involvement coordinator, Teachers
Timeline for Implementation	Yearly

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

Action Step # 3

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

2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Effective Leadership
Root Cause # 1	Inconsistencies exist in Tier 1 instruction.
Root Cause # 2	Student learning varies across the grade level.
Root Cause # 3	Timely intervention (academic and behavioral) is not evident in Lesson Plans.
Goal	The leaders of TCMS will conduct walkthroughs and provide meaningful feedback, communicate with parents and promote positive behavior throughout the school.

Action Step # 1

Action Step	Communicate academic and behavioral expectations with families and stakeholders
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Team level classroom management plans, parent meeting participation and attendance at parent workshops.
Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinator, Department Leaders, Leadership Team, Teachers
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step # 2

Action Step	Conference with students and families when deficiencies are noted
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Team logs with conference notes.
Method for Monitoring Effectiveness	Improve test scores by 3% Conference minutes
Position/Role Responsible	Administrators, Curriculum coordinator, Department Leaders, Leadership Team, Teachers
Timeline for Implementation	Weekly

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

Action Step # 2

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

Action Step # 3

Action Step	Communicate with all stakeholders concerning grades, assessments and progress on a routine basis
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Progress Reports, Report Cards, Student Data Profile Sheets, Attendance letters (as needed)
Method for Monitoring Effectiveness	Improve test scores by 3% Increased communication through observations and documentation of contact
Position/Role Responsible	Administrators, Curriculum coordinator, Department Leaders, Leadership Team, Secondary Curriculum Director, Teachers
Timeline for Implementation	Weekly

Action Step # 3

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

Action Step # 4

Action Step	Conduct walkthroughs and teacher observations to monitor Tier 1 and 2 instruction and P.L. iniatives.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES Notes, Lesson Plans, Conference with teachers
Method for Monitoring Effectiveness	Improve Tier 1 and 2 instruction by 3% Increase of passing grades, benchmarks and Milestones by 3%
Position/Role Responsible	Administrators, Teachers
Timeline for Implementation	Monthly

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

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The school obtained input from staff, parents, community partners in a variety of formats including- team meetings, school council, school climate surveys, focus groups, PAC meetings and committees. These conversations and meetings were held throughout the year. The SIP is available for review in the main office and is posted on the school website.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	TCMS did not have any teachers rated ineffective on TKES for the 2023-2024 school year. Our teachers are provided multi-layers of support. New teachers have mentors at the board office level and at the school level. At our school, new teachers are assigned a content mentor and a grade level team mentor. Any out of field teachers will be required to pass the content area GACE in a timely manner. All teachers meet during common grade level planning each week to ensure the the pacing guide is on track, finalize weekly lesson plans, and create common summative and formative assessments. Monthly department meetings are held for the entire department. The curriculum coordinator also provides hands on support in not only academics but behavior management. Administration completes scheduled and unscheduled observations quarterly. Students are scheduled to align supports with their individual needs. All these efforts ensure that all students receive the best education possible.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	TCMS uses class size reduction teachers to lower class sizes. We offer tutoring services for all students along with summer school credit recovery. Intervention teachers and resources are employed to assist students with mastering grade level standards. The school will continue with the implementation of our math intervention exploratory class, along with the addition of our intervention teacher for reading and math.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	TCMS uses a school wide Title I approach.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	N/A

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	At TCMS, we use 8th grade tours of the high school and parent nights to ease the high school transition for students being promoted to ninth grade. We also do a 5th grade tour for rising 5th grade students as well as a parent night to get the new students comfortable with the transition. Career pathway assessment and instruction is provided to support student learning. School counselors orient students to the school with tours, orientation and open house events.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	We have a discipline program and behavior matrix that our teachers and administration use. Our counselors and behavior interventionist are utilized to assist us in addressing behavior issues that seem to be repeated. Each team of teachers have a behavior plan that is discussed in class and sent home for the parents to sign and become familiar with.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	SIP goals and actions are monitored at the school level quarterly and by the district each semester. Local and state data reports are combined with observations and survey data to monitor and adjust continuous improvement efforts. The SIP covers a one year period and is developed in Coordination with other Federal, State , and local services, resources and programs.