



SWAINSBORO HIGH SCHOOL

Home of the Tigers

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2025-2026 SHS School Improvement Goals and Action Steps

By the end of the 2025- 2026 academic year, content mastery, as measured by student achievement on the End of Course (EOC) assessments, will increase by 3%.	By the end of the 2025-2026 academic year, 80% of students will demonstrate increased academic ownership, by tracking their own progress, goal setting, and engaging in reflective practices.	By the end of the current academic year, 75% of teachers will report having a strong sense of support in their roles, as measured by a teacher satisfaction survey, through targeted mentorship initiatives, professional development opportunities, peer observations and regular feedback designed to enhance teacher retention and job satisfaction.
<p>Provide job-embedded professional learning participation that provides teachers with the tools to implement high-effect size strategies including differentiation strategies, assessment strategies, use of technology resources, academically challenging environment, student engagement, intervention, progress monitoring and other areas of need. Professional learning will be facilitated by the IC, IS, SPEDLead, RESA, and teacher experts.</p> <p>Teachers will use highly effective, evidence based instructional and digital resources to supplement curriculum.</p> <p>Weekly scheduled (Thursday) collaborative planning focused on data-driven lesson planning.</p> <p>School leadership teams, SILT and OMT, will gather and analyze departmental data monthly.</p> <p>Teachers will identify individual achievement levels on unit assessments that align to the EOC with identified differentiated action steps for achieving content mastery.</p>	<p>Provide ongoing professional development for teachers on strategies to foster student academic ownership, including training on progress monitoring, goal-setting frameworks, self-assessment techniques, student engagement, and reflective practices.</p> <p>The School Counselor and College and Career Coach will provide ongoing guidance to students, including behavior/attendance monitoring, credit monitoring, and other college/career readiness needs.</p> <p>Per the 2025-2026 Advisement Calendar, advisement days are allotted for students to evaluate their transcript.</p> <p>Twice a year, SHS will hold an Attendance, Academic, and Behavior Incentive Social Event.</p> <p>Students will participate in weekly progress monitoring in each course. Students will track attendance, academic performance, and behavior. School-wide non-negotiable will be for students to complete each block on Fridays.</p> <p>Administration and Support Team will be assigned to a 9th grade advisement group, in addition to Teacher Advisor. Administration and team will focus on attendance, academics, and behaviors during the transition year of high school.</p> <p>Caseload managers will meet with caseload students at least once a 9 weeks to review their progress monitoring. Three (3) Professional SPED days are allotted for caseload managers to complete IEPS (2) and progress monitor (1).</p>	<p>Provide professional development opportunities that address both instructional practices and teacher well-being including time management, classroom management, and emotional resilience to support teachers in maintaining balance and avoiding burnout. Allow teachers to select professional development sessions based on their specific needs and areas of interest.</p> <p>Pair each new teacher with an experienced mentor to provide guidance, support, and advice throughout the year.</p> <p>Provide opportunities for teachers to conduct peer observations and follow-up with reflective conversations with teacher/mentor/instructional coach.</p> <p>Host events that will help recruit and retain highly qualified teachers. Host an optional SHS New Teacher Launch Day and an Educator's Signing Day.</p> <p>Initiate a "Teach like a Tiger" quarterly recognition that highlights a teacher that exemplifies High Quality Instruction in the classroom.</p> <p>Administration Checkins- Schedule regular one-on-one meetings with teachers to provide personalized support, offer guidance, and gather feedback. Use these meetings as a way to check on teachers' well-being, address any classroom challenges, and offer resources or adjustments as needed. Make these meetings a safe space for teachers to voice concerns and suggest improvements.</p> <p>Conduct a Pre/Mid/ Post Survey Assessment that addresses teacher support/satisfaction. (August/ February/ May)</p>