



School Improvement Plan 2026 - 2027



Thomas County
Thomas County Middle School

SCHOOL IMPROVEMENT PLAN

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)	

1 General Improvement Plan Information

SCHOOL IMPROVEMENT GOALS

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	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 # 2	Many students lack grade appropriate prerequisite skills, especially literacy and numeracy skills.
Root Cause # 3	Students and their families lack sufficient information and/or motivation to be effectively engaged in the instructional process.
Root Cause # 4	Teachers need professional learning to address students' needs and to teach content with fidelity using high impact practices.
Root Cause # 5	Teachers struggle to personalize learning when students have different proficiency levels.
Root Cause # 6	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 class sizes.
Root Cause # 7	Some students have not mastered grade-level content and require reteaching and tutoring to improve academic performance.
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 2026-2027 school year.

Action Step # 1

Action Step	Implement high impact practice in Tier 1 instruction and 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

2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Administrators, Curriculum coordinator, Department leaders, MERIT Coordinator, teachers, ELA/MERIT Curriculum coordinator
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 summaries, 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, ELA/MERIT Curriculum Coordinator, Teachers
Timeline for Implementation	Weekly

2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

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)?	
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Action Step # 3

Action Step	Use instructional technology to improve student achievement, such as Study Island, Membean, Flocabulary, Mobymax, Brain Pop, Ed Puzzle, Edia, and 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, ELA/MERIT Curriculum Coordinator, 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)?	
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2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

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)?	
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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)?	
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2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

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 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 and an ELA/MERIT curriculum coordinator to provide professional learning in curriculum implementation, instructional strategies, data analysis, and differentiation.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

Action Step # 6

Subgroups	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
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	School leadership team will monitor MTSS and intervention initiatives. Provide additional support for students struggling in math by scheduling Tier 2 and Tier 3 interventions. TCMS behavior interventionists 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

2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

Action Step # 7

Systems	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

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 Funding Sources	Math teachers will consistently use manipulatives in Tier 1 math instruction. 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%

2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

Action Step # 8

Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, ELA/MERIT Curriculum coordinator, 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 # 9

Action Step Funding Sources	Provide classroom resources to develop literacy and numeracy skills. 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, ELA/MERIT Curriculum coordinator, Secondary Curriculum Director
Timeline for Implementation	Weekly

2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

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)?	
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Action Step # 10

Action Step	Provide ESOL instruction.
Funding Sources	N/A
Subgroups	English Learners Migrant
Systems	Race / Ethnicity / Minority Coherent Instruction Effective Leadership Supportive Learning Environment ESOL teacher, ESOL Coordinator
Method for Monitoring Implementation	
Method for Monitoring Effectiveness	Improve test scores, grades and Access 2.0 by 3%
Position/Role Responsible	ESOL teachers, 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)?	
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2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

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 Student growth
Method for Monitoring Implementation	
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	TCMS provides 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

2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

Action Step # 12

Subgroups	Student with Disabilities
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	Increase the percentage of students earning a 4 on the GMAS by 3%. Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director, Ment Coordinator, MERIT Director, ELA/ MERIT curriculum 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 # 13

Action Step	Teachers conference with students to promote goal setting while 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

2.1 Overarching Need # 1

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SCHOOL IMPROVEMENT GOALS

Action Step # 13

Method for Monitoring Effectiveness	Improve test scores by 3%
Position/Role Responsible	Administrators, Curriculum coordinators, 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)?

2.1 Overarching Need # 1

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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	Some students engage in off-task behaviors.
Root Cause # 2	Some students enter the grade without adequate academic proficiency.
Root Cause # 3	Some students exhibit unmet social and emotional needs.
Root Cause # 4	Some students' needs for attention and academic support are unmet.
Root Cause # 5	Some teachers are inconsistent in their use of classroom management practices.
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 2026-2027 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. 9.) Implement Character Strong in 5th grade
Funding Sources Subgroups	Title I, Part A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment

2.2 Overarching Need # 2

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SCHOOL IMPROVEMENT GOALS

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 MTSS Dashboard Improve test scores and reduce ISS and OSS days by 3%
Method for Monitoring Effectiveness	Team leaders, grade-level administrators Behavior Interventionist, and grade level counselor.
Position/Role Responsible	Weekly
Timeline for Implementation	

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
Funding Sources	Consistently implement MTSS Title I, Part A IDEA McKinney-Vento Perkins

2.2 Overarching Need # 2

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SCHOOL IMPROVEMENT GOALS

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 -MTSS Dashboard
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.
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2.2 Overarching Need # 2

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SCHOOL IMPROVEMENT GOALS

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 -MTSS Dashboard
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)?

2.2 Overarching Need # 2

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SCHOOL IMPROVEMENT GOALS

Action Step # 4

Action Step	Implement attendance review team 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.
Funding Sources	Promote daily attendance (social media campaign)
Subgroups	Title I, Part A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Parent involvement coordinator and attendance clerk
Method for Monitoring Implementation	Attendance Dashboard in Infinite Campus
Method for Monitoring Effectiveness	PBIS report on ABC data Improve test scores and reduce the number of absences by 3%
Position/Role Responsible	Administrators, Parent involvement coordinator, School counselors 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)?

2.2 Overarching Need # 2

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SCHOOL IMPROVEMENT GOALS

Action Step # 5

Action Step	Career awareness and planning counseling/assessment activities
Funding Sources	Title I, Part A 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)?

2.2 Overarching Need # 2

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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	Some teachers lack consistency in implementing school procedures.
Root Cause # 2	Staff turnover has resulted in an increase of new teachers and/or teachers with provisional certificates.
Root Cause # 3	Teachers need support with curriculum and instructional technology.
Root Cause # 4	Teachers need training on high impact practices, differentiation and the MTSS process.
Goal	100% of staff will participate in job related professional learning during the 2026-2027 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 I, Part A Title II, 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 Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment Meeting Minutes, Lesson Plans, Student Performance Data
Method for Monitoring Implementation	Improve test scores by 3%
Method for Monitoring Effectiveness	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director, ELA/MERIT Curriculum coordinator
Position/Role Responsible	Weekly
Timeline for Implementation	

2.3 Overarching Need # 3

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SCHOOL IMPROVEMENT GOALS

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)?	
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Action Step # 2

Action Step	School leaders will implement a school-level professional learning calendar to provide teachers with ongoing professional development focused on high-impact instructional practices that strengthen Tier 1 instruction and improve student achievement. 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 as needed.
Funding Sources	Title I, Part A Title II, 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 Meeting notes, Flexible group rosters for classroom intervention, Sign in sheets
Method for Monitoring Implementation	Improve test scores by 3%, Teacher implementation of new strategies and GalLEADS.
Method for Monitoring Effectiveness	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director, Director of Special Education, ELA/MERIT Curriculum coordinator
Position/Role Responsible	Weekly
Timeline for Implementation	

2.3 Overarching Need # 3

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SCHOOL IMPROVEMENT GOALS

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)?	
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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% GaLEADS Feedback Sessions
Position/Role Responsible	Administrators, Curriculum coordinator, Department leaders, Leadership Team, Secondary Curriculum Director, ELA/MERIT Curriculum coordinator
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)?	
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2.3 Overarching Need # 3

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SCHOOL IMPROVEMENT GOALS

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)?	
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Action Step # 4

Action Step	Provide PL to new teachers and support teachers in Gifted/SPED/ESOL and Dyslexia endorsements.
Funding Sources	Title II, Part A Title V, Part B
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, ELA/MERIT Curriculum Coordinator
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)?	
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2.3 Overarching Need # 3

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SCHOOL IMPROVEMENT GOALS

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 I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Immigrant 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 Administrators, Curriculum coordinator, Department Leaders, Leadership Team, Parent Involvement Coordinator, ELA/MERIT Curriculum 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)?	
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2.3 Overarching Need # 3

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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 hinders students' mastery of standards.
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	Others : Semester

2.4 Overarching Need # 4

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SCHOOL IMPROVEMENT GOALS

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
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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 Sign in sheets, minutes, SIP, Family Engagement Plan, and compacts
Method for Monitoring Implementation	Improve test scores and increase parent participation by 3%
Method for Monitoring Effectiveness	Administration, parent involvement coordinator
Position/Role Responsible	Quarterly
Timeline for Implementation	

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)?	
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2.4 Overarching Need # 4

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SCHOOL IMPROVEMENT GOALS

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)?	
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Action Step # 3

Action Step	Coordinate school efforts to inform parents of academic expectations, current topics of instruction and the importance of daily attendance.
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 Sign in sheets, minutes, SIP, Family Engagement Plan, Parent Square and compacts
Method for Monitoring Implementation	Improve test scores and parent participation by 3%
Method for Monitoring Effectiveness	Administration, parent involvement coordinator, Teachers
Position/Role Responsible	Yearly
Timeline for Implementation	

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)?	
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2.4 Overarching Need # 4

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SCHOOL IMPROVEMENT GOALS

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)?

2.4 Overarching Need # 4

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SCHOOL IMPROVEMENT GOALS

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 achievement varies across grade levels.
Root Cause # 3	Timely remediation of standards 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.
	Achievement of this goal will be assessed using feedback collected from stakeholder surveys.

Action Step # 1

Action Step	Communicate academic and behavioral expectations with families and stakeholders through progress reports, Parent Square communication, emails and telephone contact.
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	Quarterly

2.5 Overarching Need # 5

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SCHOOL IMPROVEMENT GOALS

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)?	
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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)?	
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2.5 Overarching Need # 5

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SCHOOL IMPROVEMENT GOALS

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)?	
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Action Step # 3

Action Step	Communicate with all stakeholders concerning grades, assessments, and academic/behavioral progress on a routine basis.
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 Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Progress Reports, Report Cards, Student Data Profile Sheets, Parent Square communication, 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

2.5 Overarching Need # 5

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SCHOOL IMPROVEMENT GOALS

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)?	
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Action Step # 4

Action Step	Pilot GaLEADS platform for conducting walkthroughs and teacher observations with feedback sessions in reference to Tier 1 and 2 Instruction and P.L. initiatives.
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	GaLEAD Documentation, Lesson Plans, Conference with teachers
Effectiveness	Improve Tier 1 and 2 instruction by 3%
Position/Role Responsible	Increase of passing grades, benchmarks and Milestones by 3% Administrators, Teachers, Teacher Leads, Curriculum coordinators
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)?	
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2.5 Overarching Need # 5

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SCHOOL IMPROVEMENT GOALS

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)?	
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2.5 Overarching Need # 5

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REQUIRED QUESTIONS

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, and 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.	For the 2025–2026 school year, TCMS had one teacher rated as ineffective on the Teacher Keys Effectiveness System (TKES). Our teachers receive multiple layers of support to promote professional growth and instructional effectiveness. New teachers are provided with mentors at both the district and school levels. Out-of-field teachers are required to pass the appropriate content-area GACE in a timely manner. All teachers participate in weekly collaborative planning meetings to review pacing guides, finalize lesson plans, and develop common formative and summative assessments. Additionally, monthly department meetings are held to promote collaboration and professional learning. Our curriculum coordinators offer hands-on support in both academic instruction and behavior management. Administrators conduct both scheduled and unscheduled observations each quarter to provide ongoing feedback and support. Students are scheduled for classes and interventions aligned with their individual academic and behavioral needs. These collective efforts ensure that all students at TCMS receive a high-quality education.
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 utilizes class size reduction teachers to help lower student-to-teacher ratios and enhance instructional effectiveness. Tutoring services are available to all students, along with summer school opportunities for credit recovery. Intervention teachers and additional resources are employed to support students in mastering grade-level standards. The school will continue implementing the after-school math tutoring program and will expand support with the addition of intervention teachers for both reading and math.

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

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REQUIRED QUESTIONS

3. REQUIRED QUESTIONS

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

Required Questions

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

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REQUIRED QUESTIONS

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; and increased 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 support student transitions through a variety of activities. Eighth-grade students participate in high school tours and parent nights to ease their transition to ninth grade. Similarly, rising fifth-grade students are invited to tour the school, and their families are welcomed at a parent night to help them feel comfortable with the move to middle school. Career pathway assessments and instruction are also provided to guide students in exploring future academic and career opportunities. Our school counselors play a key role in helping students acclimate by conducting school tours, orientation sessions, 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 structured discipline program and behavior matrix that guide both teachers and administrators in maintaining a positive learning environment. Our school counselors and behavior interventionist play a vital role in addressing recurring behavior concerns by providing additional support and interventions. Each teacher team has a behavior plan that is reviewed with students in class and sent home for parents to sign, ensuring they are informed and involved in supporting consistent expectations. TCMS will implement Character Strong in 5th grade.

ADDITIONAL RESPONSES

3.2 PQ, Federally Identified Schools, CTAE, Discipline

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REQUIRED QUESTIONS

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	School Improvement Plan (SIP) goals and actions are monitored quarterly at the school level and each semester by the district. Local and state data reports, along with classroom observations and survey results, are used to evaluate progress and guide adjustments to continuous improvement efforts. The SIP is developed in coordination with federal, state, and local services, resources, and programs, and it covers a one-year period.
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3.2 PQ, Federally Identified Schools, CTAE, Discipline

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