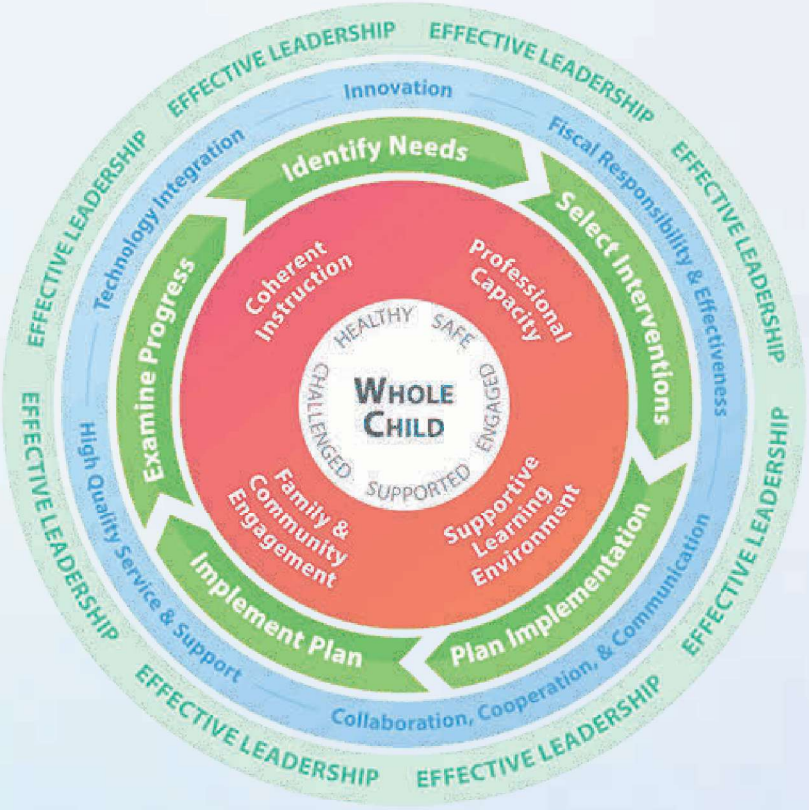
District Improvement Plan
2026 - 2027



Thomas County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
Team Lead	Bob Dechman
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	Yes

Flex Waiver # 1 - StatewideWaiver

A. The following available statewide waiver is requested: (Please select a waiver from the dropdown menu)	Waiver of Title IV, Part A Content Area Minimum Percentage Spending Requirements – ESSA Section 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109

B. Select each program affected by this waiver request:	
	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
✓	Title IV, Part A

C. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)	Thomas County Schools will use this flexibility to secure contracted services from the APEX counseling program as implemented by Georgia Pines. The intended outcome of this initiative is to promote improved mental health of Thomas County Students, resulting in a 2% decrease in disciplinary removals as compared to the previous school year.

D. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
✓	Other (Please specify)Announced during District PAC meeting, feedback requested. Survey displayed on website.

Flex Waiver # 1 - StatewideWaiver

Please provide any comments received as a result of the public notice here:	"I support this request for flexibility." Another respondent noted "Counseling services, health care, training for school safety, and fieldtrips."

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student proficiency in every content area.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Many students lack grade appropriate prerequisite skills, especially literacy and numeracy. Students have demonstrated less than 50% proficiency rate on Milestones assessments in all academic areas.
Root Cause # 2	Other barriers to academic proficiency include homelessness, family transitions, family displacement due to residential changes during the school term, immigration, language barriers, absenteeism, mental health concerns, class disruptions, and or failure to complete assignments.
Root Cause # 3	Teachers struggle to personalize learning when students have different proficiency levels.
Root Cause # 4	Teachers need resources and professional learning to address student needs and to teach content with fidelity.
Root Cause # 5	Students and their families lack sufficient notice and motivation to be effectively engaged in the instructional process.
Goal	By the end of the 2026-2027 school year, the percent of students scoring at the proficient level or above on state assessments will increase by 3%.

Equity Gap

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

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8

Equity Gap

Grade Level Span(s)	9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Teachers will implement an instructional framework that reflects a balance of direct instruction, a student work period, and student centered supports (technology and other resources). Teachers will utilize instructional resources (formative assessments, literacy instruction, periodicals, online subscriptions, models, manipulatives, and real world problem-solving, band instruments, instructional assemblies and instructional fieldtrips) to maximize learning.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Pacing Guides, Unit Plans, Lesson Plans
Method for Monitoring Effectiveness	Screener results, student grades
Position/Role Responsible	Elementary and Secondary Curriculum Directors
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 2

Action Step	The district will provide updated digital learning resources (Science measurement tools, Chromebooks, software), and infrastructure to support teaching and learning.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Software usage reports, pacing guides and unit plans
Method for Monitoring Effectiveness	Screener results, student grades.
Position/Role Responsible	Elementary and Secondary Curriculum Directors, Technology Director

Action Step # 2

Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly
Does this action step support the selected equity intervention?	No
What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Dr. Susan Lynn, Thomas University IHE partner.

Action Step # 3

Action Step	Teachers will utilize math and literacy screeners to make data-based flexible groups and provide and individualized instructional strategies to maximize student learning.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 3

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Administrative observations, walkthroughs
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 4

Action Step	The district will employ class-size reduction teachers, and interventionists to allow opportunities for flexible grouping strategies.
Funding Sources	Title I, Part A Title I, Part C IDEA

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Class rosters, mid-year SIP review, Federal Programs staff roster
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 5

Action Step	Administrators, instructional coaches and teacher leaders monitor improvement initiatives and make adjustments throughout the year. Title IIA allowable professional learning will be provided to teachers, instructional coaches and administrators.
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
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Administrative observations, Mid-year SIP review
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

Action Step # 5

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)?	Dr. Susan Lynn, Thomas University IHE partner.

Action Step # 6

Action Step	Ensure all instructional staff participate in targeted, evidence-based professional learning appropriate to their instructional assignment.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
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	Professional Learning Calendar and survey results
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Elementary and Secondary Curriculum Directors
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 7

Action Step	Designate Parent Involvement Coordinators to conduct family engagement workshops on providing academic support to their children. Hire parent mentor in special education department.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Family Engagement Calendar of Events
Method for Monitoring Effectiveness	Event based surveys

Action Step # 7

Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the quality and quantity of on-task instructional time for all students.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Students enter the grade without adequate academic proficiency.
Root Cause # 2	Students exhibit unmet social and emotional needs.
Root Cause # 3	Student needs for attention and academic support are unmet.
Root Cause # 4	Students engage in off-task behaviors.
Root Cause # 5	Acting-out behaviors are referred to administration.
Goal	Reduce disciplinary removals for in-school suspensions and out-of-school suspensions by 3% annually.

Action Step # 1

Action Step	Teachers will implement classroom behavior management protocols that include teaching behavior expectations for school. Administration will implement professional learning to provide teacher support with classroom management procedures. Grades PK-5 will implement Character Strong to support appropriate school-wide behaviors. Implement procedures to ensure bell to bell instruction is distraction free from students' personal electronic devices.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
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	Classroom management plans submitted to school administration, Midyear SIP conferences
Method for Monitoring Effectiveness	Comparison of discipline data with prior year, trend analysis
Position/Role Responsible	Assistant Superintendent for Federal Programs

Action Step # 1

Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly
Does this action step support the selected equity intervention?	No
What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Dr. Susan Lynn, Thomas University IHE partner.

Action Step # 2

Action Step	Update school specific MTSS procedures and implement a progress monitoring calendar to address academic and behavioral issues. Provide professional learning for administrators to implement and monitor a Multi-Tiered System of Support. Schools will utilize the MTSS dashboard metrics to improve student outcomes.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 2

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar, Implementation of MTSS at each school
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level, Analysis of discipline and attendance data.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	Administrators implement monitoring practices and analyze data to target root causes of student behaviors. Administrators will participate in professional learning sessions to support the use of data in monitoring practices.
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
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline Data monitoring practices, Midyear SIP review
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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)?	Dr. Susan Lynn, Thomas University IHE partner.

Action Step # 4

Action Step	Engage families in disciplinary interventions, and provide targeted parent workshops to reinforce school expectations for a positive climate.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Workshop schedule
Method for Monitoring Effectiveness	Improved discipline, Screener data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Action Step # 4

Does this action step support the selected equity intervention?	No

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

Action Step # 5

Action Step	Update school procedures to enhance collaboration between school counselors and GAP staff as they implement the comprehensive guidance plan. Contract with GAP for supplemental mental health counseling and evaluative services. Provide mental health counseling and behavior management support as needed.
Funding Sources	Title IV, 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	Comprehensive guidance plan, Counselors evaluation instrument
Method for Monitoring Effectiveness	2 % decrease of students who have disciplinary removals compared to prior year.
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Moderate

Action Step # 5

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 6

Action Step	The district will employ a school-based health care liaison to facilitate student access to the school-based health clinic.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Timesheet, documentation of students served
Method for Monitoring Effectiveness	Reduction in student absences
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 6

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 7

Action Step	The system will evaluate safety measures regularly and implement improvements. Send administrators to the annual Georgia Emergency Management safety conference.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Annually updated safety plans
Method for Monitoring Effectiveness	School Climate Surveys
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Moderate

Action Step # 7

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the quality of instruction across all academic disciplines.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Many students lack grade appropriate prerequisite skills, especially numeracy, content related literacy skills, and computational thinking.
Root Cause # 2	District instructional faculty has experienced turnover and transition.
Root Cause # 3	Faculty assigned to new roles or new to the district need support to fulfill job responsibilities effectively.
Goal	By the end of the 2026-2027 school year, the percent of students scoring at the proficient level or above on state math assessments will increase by 3%.

Equity Gap

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

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	The district will employ a curriculum coordinator to provide professional learning on state math standards, teaching with manipulatives, teaching with math modeling, and teaching with real world problem-solving.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar
Method for Monitoring Effectiveness	Georgia Milestones, universal screener data, and PL evaluations
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Continue New Teacher Induction and peer mentoring program to provide support for teachers in new job roles or that are new to the system. The district will provide a system induction lead coordinator.
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
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mentor logs
Method for Monitoring Effectiveness	Georgia Milestones, universal screener data, passing class averages, and teacher perception surveys.
Position/Role Responsible	New Teacher Induction Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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)?	Dr. Susan Lynn, Thomas University IHE partner.

Action Step # 3

Action Step	Employ elementary instructional coaches and instructional coordinator at TCMS to support curriculum initiatives.
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
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Quarterly reports of activities
Method for Monitoring Effectiveness	Georgia Milestones, and universal screener data.
Position/Role Responsible	Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Action Step # 3

Does this action step support the selected equity intervention?	Yes

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

Action Step # 4

Action Step	Ensure all instructional staff participate in targeted, evidence-based professional learning appropriate to their instructional assignment. Ensure district and school administrators participate in ongoing professional learning by attending local, regional, and state training events or conferences in order to effectively complete job responsibilities.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
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

Action Step # 4

Method for Monitoring Implementation	Professional Learning Calendar
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Elementary and Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Dr. Susan Lynn, Thomas University IHE partner, Thomas County Family Connection, Thomas County Homeless Coalition.

Action Step # 5

Action Step	Promote acquisition of additional certification by existing staff in the areas of: ESOL, Gifted, TAPP, LAPP, Special Education, Reading and Dyslexia.
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Completion of endorsement programs
Method for Monitoring Effectiveness	Georgia Milestones, universal screener data, passing class averages, and teacher perception surveys.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 6

Action Step # 6

Action Step	Provide feedback to teachers based on classroom observations. Utilize credentialed observers to provide post-observation coaching in support of professional growth. Support opportunities to record lessons, allowing teachers to reflect on instructional practices.
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
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation of GaLEADS development system
Method for Monitoring Effectiveness	GaLEADS records
Position/Role Responsible	Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

Action Step # 6

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)?	Dr. Susan Lynn, Thomas University IHE partner. GADOE GALEADS facilitators.

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve attendance in all grade levels.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Parents attitudes and expectations toward attendance are inconsistent.
Root Cause # 2	Illness and mental health
Root Cause # 3	Ease of doing assignments remotely
Goal	Reduce the amount of students who miss greater than 10% of their school enrollment.

Action Step # 1

Action Step	Implement district-wide attendance protocol. Utilize various forms of communication (newsletters, billboards, social media, email, Parent Square) to promote daily attendance.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Protocol implementation, letters sent home, meetings held
Method for Monitoring Effectiveness	Improved student attendance
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Moderate

Action Step # 1

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 2

Action Step	Schools will implement incentive programs to reward students meeting and exceeding attendance expectations. Grades PK-5 implement Character Strong to improve school climate and attendance.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Incentive programs and Character Strong in SIP.
Method for Monitoring Effectiveness	Reduced absenteeism
Position/Role Responsible	Director of Student Services

Action Step # 2

Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly
Does this action step support the selected equity intervention?	No
What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Develop and implement engaging assignments that maximize student learning through direct, in-person teacher instruction and support.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	Curriculum Pacing Guides
Method for Monitoring Effectiveness	Reduced absenteeism
Position/Role Responsible	Elementary and Secondary Curriculum Directors
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	The Assistant Superintendent for Federal Programs is responsible for engaging stakeholders in the annual update of the CLIP. In the spring of each year, parent input on the revision of the District Family Engagement Policy is gathered, beginning with the spring meeting of the System Parent Advisory Council (PAC) held in March. PAC members, Parent Involvement Coordinators, ESOL District Coordinator, and administrators from each school come together for a district meeting to review system and school plans implemented during the current year. Goals and performance data are summarized for all PAC members, so that they can respond to requests for their feedback. PAC members are asked to provide specific input on issues they would like to see added to the plan. Following the PAC meeting, input is solicited from stakeholders at the school level. Parent Involvement Coordinators host small group feedback sessions to gather input and make updates to school and district plans (SIP, FEP, Compacts). The Assistant Superintendent for Federal Programs surveys stakeholder groups, including parents, community members, and teachers to identify needs and gather suggestions on how best to meet the purpose of each federal program and to best coordinate these activities with other federal programs. Survey data is combined with feedback from school and district meetings to update the system CLIP during the spring of each year. The Assistant Superintendent for Federal Programs coordinates with the curriculum department to align funding sources with planned professional learning topics, considering the requirements of each federal program in concert with local professional learning funds to meet LEA needs. Title I, Title II, Title VB, and IDEA will be used to provide PL for administrators; Title II, Part A, and Title VB will be used to support the new teacher induction and peer mentoring programs; Title II, Part A, Title III, Title VB, and IDEA will be used to support teachers working to add additional certification for ESOL, Gifted, TAPP, LAPP, Special Education, Reading and Dyslexia; and Title I, Title I Part C, Title II, Part A, Title III, Title IV, Part A, Title VB, IDEA, McKinney Vento, and Perkins funds will be used to support teachers in professional learning to leverage research-based strategies to maximize student learning. Outreach efforts to support transition services are specialized for parents of students in the Migrant education program and students identified as English Learners. MEP and EL teachers invite their students' families to a spring family night, during which the families are provided the opportunity to give input on district and school plans for continuous improvement. Teachers ensure translated copies of district and school surveys are provided in the language requested. District

Coordination of Activities

	departments ensure outreach to parents of students experiencing homelessness, those in foster care, and students with disabilities to include them in the annual needs assessment and plan revision process. This policy is submitted to the local Board of Education for approval in June. The CLIP is to be submitted to the GADOE on or before June 30 each year.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	The district monitors student scheduling to ensure that low-income and minority students enrolled in Title I schools and or programs are not served at disproportionate rates by ineffective teachers, out of field teachers, and or inexperienced teachers. The district uses the Teacher Keys to evaluate instructional staff. During the 2025-2026 school term, zero teachers were rated as ineffective. The district has professional learning structures in place to support new, inexperienced, and out of field teachers. The New Teacher Induction program pairs teachers with veteran teachers for their first three years in the district to provide specific support for curriculum and instruction and school based procedures. Student schedules are examined to ensure that they are not placed with ineffective teachers, out of field teachers, and or inexperienced teachers for two consecutive years.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	Within the Thomas County School System, there are several forms of data used to identify teacher and student needs, and to inform decisions related to professional development. These include Milestones data, screener data, classroom assessment data, teacher surveys, teacher feedback from professional learning sessions, classroom observations, collaborative planning meetings, and Perkins core indicators. This data is used to design and modify instruction and assessments, and to plan for remediation and/or acceleration. Professional learning is designed based on observed needs (determined from teacher feedback, teacher surveys, and classroom observations). The district implements a New Teacher Induction program to support teachers new to the system or new to their assigned role. New teachers are assigned a veteran teacher to serve as their mentor to learn school based routines and expectations. For the first month, new teachers meet with their mentors weekly, and then monthly thereafter. The district hosts quarterly meetings to review topics such as instructional technology, student management, curriculum and instruction which

Professional Growth Systems

	includes planning and grading, preparing for standardized testing, and supporting students with unique needs (IEP, 504, gifted, ELL, etc.). The district will implement GaLEADS teacher evaluation system in the upcoming school term. This will feature professional learning for teachers and leaders to learn and grow as we implement this change. There are district policies in place that provide sufficient time and resources to ensure professional learning is sustained, ongoing, and job-embedded. The system curriculum department serves to support teachers through the use of content-area specialists. Collaborative groups/professional learning communities are active in all schools. There is embedded technology training from Digital Learning Specialists at each school, and Google for Education training was offered to a cohort of teachers, along with an incentive for becoming Google Certified. Each summer, there is a robust schedule of professional learning planned, and teachers who participate receive a stipend for their work. During the school year, teachers are provided release time to work with each other and members of the curriculum department on improving instruction and assessment, and to attend various professional learning sessions. Frequently professional learning sessions are scheduled afterschool hours to reduce the need for substitute teachers. Teachers who attend afterschool PL receive stipends for their time. Additional professional learning is provided by paying for endorsement programs offered online or via RESA networks in the areas of ESOL, Gifted, TAPP, LAPP, Special Ed topics, Reading and dyslexia. Leaders in the district attend various trainings including GAEL, GACIS, and GSSA-sponsored events, as well as local RESA trainings, in order to build their capacity for facilitating professional development. We are moving towards evidence-based professional learning that aligns with ESSA's definition by providing professional learning opportunities that are supported by research and are ongoing and embedded. Professional learning is continuous, as we are moving away from the "one-and-done" type of traditional professional learning. Various measures will be used to determine whether our efforts are resulting in improvements in teaching and student outcomes, including but not limited to employee retention, feedback surveys, classroom observations, test scores, and screener data.

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule – Strategic Waivers (160-5-1-.33), does the district intend to waive certification? [ESSA Sec. 1112(c)(1)(B)(ii)]	
✓	Yes
	No (no further action)

If the LEA waives certification, specify the waiver option below:	
✓	The LEA waives certifications for all teachers allowable by law. (no further action)
	Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	Thomas County does not have a school currently identified as being in need of support (CSI or TSI). In the event one or more schools is identified by GADOE as a needs improvement school, the district will provide support with data analysis, curriculum revision, instructional supervision and monitoring. Targeted professional learning is provided to ameliorate identified areas of need. Federal funds, including Title IIA funds specifically, is prioritized to support the professional learning needs of teachers and administrators at the identified school.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry	Recognizing that career concepts must be tied to academic skills, all programs are required to integrate academic standards in their courses. Teachers are required to incorporate academic vocabulary and document literacy and vocabulary activities in their lesson plans. Math and science concepts are integrated into instruction, and CTAE teachers work to provide examples of how math is used in the real world. All teachers at the high school level are required to document at least two cross-curricular lessons in which an academic course standard is directly tied to an CTAE course standard and collect evidence of student work. Skill attainment is assessed at the end of a pathway when students take an End-of-Pathway Assessment in order

CTAE Coordination

professionals and, if appropriate, academic credit.	to earn an industry-recognized credential in their field of study. In addition to classroom-based instruction, all CTAE programs participate in their respective Career Technical Student Organizations. These organizations help teachers strengthen the academic and technical education components of their programs through integrated lessons and competitive event preparation. Employability skills are emphasized and developed across the curriculum in grades K-12. Topics such as work ethics, accuracy, doing one's best, following directions and task completion are discussed as teachable moments arise in daily instruction. At the elementary and middle school levels, students displaying good work ethics are recognized as Character Kids. CTAE activities are implemented in grades 5-12 and are supported through classroom guidance activities at other grades to help students develop employability skills. At the middle and high school levels, employability skills are specifically taught in CTAE courses and are also reinforced through monthly advisement sessions at the high school. Career interest lessons are supported by the school counseling department in grades 1-5, specifically through grade-level career fairs and in-class activities. School counselors also facilitate the use of YouScience resources to develop career awareness at the middle and high school levels. Evidence of activities is documented and reported as required by the Top State for Talent Act. In collaboration with local workforce development boards, such as the Chamber of Commerce and the Thomas County Development Authority, the district provides several opportunities for students to explore in-demand occupations. Recent activities with community partners have focused on preparing students for the manufacturing industry. We have also collaborated with post-secondary partners including Southern Regional Technical College (SRTC) as they work to expand their manufacturing and engineering program and Georgia Institute of Technology to collaborate on hands-on manufacturing projects embedded in computer science. Additionally, events such as career fairs, job shadowing, industry tours, guest speakers and advisory committee meetings help instructors plan activities that are geared toward career skill development and attainment. The district employs a full-time Work-Based Learning (WBL) coordinator and one school-based WBL instructor. The coordinator conducts advisory committee meetings and attends Chamber of Commerce events. She uses opportunities such as these to meet members of the business community and to establish connections for future site placements. During the year, the coordinator provides opportunities for students to interview for potential positions, explore careers with events like the career fair, job shadowing and industry tours, and evaluates student work by making site visits. Students have the opportunity to participate in Youth Apprenticeship, as well as paid and unpaid work-based learning experiences, tied to their career pathways for academic credit.

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Teachers and administrators use an MTSS approach to resolving situations in which students have repeated behavior infractions. Parent conferences are an important part of this process, at the teacher and administrative levels. Whenever students have multiple disciplinary infractions, administrators involve appropriate district personnel to provide classroom management, counseling and behavior management training and support. Annual school and district improvement processes include data analysis and examination of disaggregated data reports.

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program - Optional

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	In the spring, rising 9th grade students complete their individual graduation plans and tour the high school campus. Student groups are facilitated by student government representatives with the assistance of the school counseling staff. Open house events are offered to inform parents of available programming and advanced course work opportunities. For the past 2 years, we implemented an elective fair at the middle school level to inform students of the array of class choices and career pathways available at the high school. High school students are informed of dual enrollment and AP courses during the spring academic advisory period. Open house events are hosted to inform parents about available programming and the steps required for student participation. College campus tours organized periodically by school counseling departments. College tours are organized by various programs. Business tours are also part of transition planning for students with disabilities. The special education department is focused on supporting middle and high school transitions by holding transition meetings as part of the IEP process. Special Ed teachers use YouScience and career counseling data to inform transition planning as they implement IEPs.

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Each spring, the district primary school advertises new student enrollment activities. At this time, the district collects enrollment packets for 3 year-olds, 4 year-olds and 5 year-olds in order to plan for the upcoming school year. School tours and open house events allow local day care providers to familiarize students and families with our primary school. The special ed. coordinator and director meet with local childcare providers and health care providers to explain the services available. The district also maintains collaborative agreements with Thomas County Head Start to support the Babies Can't Wait program to support transition of participants to local elementary school programs.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	District and school administrators worked with parents and teachers to determine eligibility requirements based on multiple academic selection criteria. Currently only one school, the Renaissance Center, implements a targeted assistance program. It was determined that all students enrolled in the Renaissance Center will be considered for eligibility. The process for identifying Title I targeted assistance students will be based on a needs based point system in consideration of being previously retained in a grade, special education needs, Lexile scores, previous EOG or EOC scores, and formative and summative teacher assessments.

Title I, Part A – Educational Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Grade-band schools serving students in grades K-8, and Thomas County Academy the system's non-traditional school for students grades 8-12, implement Title I school-wide programs. This alignment allows the district to implement instructional programs coherently throughout the system, though strategies may vary by school level. The Renaissance Center for Academic and Career Development implements a Title I targeted assistance program. Remediation, reinforcement, and readiness assistance are offered through intervention periods during the school day, after school programs and summer school sessions for students in grades K-8 who are at-risk of failing ELA, reading or math. The coordination of services provided by federal funds affords each student a higher likelihood of success than would otherwise be possible. Instructional support is provided to raise student achievement, particularly in the areas of ELA and math. Services include: ● Use of paraprofessionals to assist in classroom instruction. ● Reduced class sizes to improve student achievement in targeted grades and specific subjects by allowing for small group and more individualized instruction. ● Pullout services when appropriate. ● "Push-in" and "innovative" models where ESOL services are appropriate. ● Migrant services. ● Computer assisted instruction (Edgenuity). ● Accelerated Math and Reading. ● Core Academic Instruction. ● Professional learning focused on teacher needs to strengthen core academic instruction. Credit recovery is offered for high school students through the use of Edgenuity, and Georgia Virtual School Credit Recovery and through summer school. Remediation, reinforcement, and readiness assistance

Title I, Part A – Educational Programs

	are also offered to high school students during before and after school sessions. The high school will continue to use a seven period day. A wide array of career/technical programs are available to the high school students including agriculture, audio-video, automotive, business, computer science, early childhood, health science, JROTC, welding, and workforce ready through the PREP (Preparing for Relevant Economic Pursuits) Academy. Student progress is measured throughout the school year using benchmark assessments and universal screeners such as STAR Early Literacy, STAR Reading, STAR Math, and MAP growth. Data is collected and shared with parents in conferences and by way of the student profile sheet that is sent home quarterly. Student achievement is discussed during student-led conferences. Feedback is provided for students and parents through the use of progress reports, report cards, portfolio assessments, student work sent home to parents, Infinite Campus Parent Portal, and end of semester data sheets. All curriculum guides are correlated to GSE objectives. Textbooks are correlated to the state standards. The district science program is enhanced by providing students with real-world experiences with field trips to the Gentian Creek natural habitat. This is a location that allows students to collect data and explore our local ecosystem. STEM nights at elementary and middle schools allow students to benefit from community outreach and focus on STEM activities across the curriculum. Additionally, summer STEAM camps are offered to interested students as a way to increase access to enriching experiences in science, arts, engineering, and math. QBE funds are used to fund the programs and staff required by QBE. In addition, federal funds will be used to supplement QBE funds in order to reduce class size, provide professional learning, and provide additional instructional materials. Funds from Title I, Title II A, Title III, Title IVA, and Title VB will be used to provide professional learning to teachers. Title I funds will be used in a supplementary manner to further reduce class size and to provide additional support services including academic coaches, and parent involvement coordinators. Schools also use Title I funds to purchase high-quality, evidence-based materials to supplement the materials supplied through local and QBE funding. EL students will be served using an innovative, push in, scheduled class, or pullout model based on student need. Two full time certified ESOL teachers are funded locally. Additionally, a third ESOL teacher works 1/2 day as the ESOL district coordinator and 1/2 day as an ESOL teacher. The system uses the Title III program to provide additional support to ESOL instructors and supplemental materials to EL students. Migrant students are also provided services by a paraprofessional and the Region 2 Migrant Education Agency. There is some overlap between ESOL and Migrant students, but services are coordinated to avoid duplications and ensure efficiency.

Title I, Part A – Educational Programs

	The Thomas County School System does not have any schools for neglected or delinquent students. The Vashti Center is located within the Thomasville City School District. Despite not having any residential facilities that serve neglected or delinquent youth, we do have a strong Student Support Network. The student services coordinator implements the McKinney Vento homelessness grant program to provide support to students experiencing homelessness.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe:How the Migrant Student Information Exchange (MSIX) is used in the records transfer process (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	The Thomas County Migrant program includes the most up-to-date version of the GADOE Occupational Survey in the district enrollment packet. Additionally, at the beginning of the school year, the newest version of the Occupational survey is sent out with back-to-school papers during the first week of school. The Enrollment Office sends completed surveys to the Migrant contact as new students register throughout the school year. Every year, the Migrant Program verifies that every enrolled student has an updated immunization record on file at the school. Immunization records are updated upon enrollment for students new to the district. When students move or change schools during the school year, it is reported to to Georgia MEP via portal email. Immunization record data and departure data are then updated in the appropriate records transfer system. The Migrant Program will use the appropriate records transfer system to notify other school districts (in and out of state) that a Migrant student has just entered their school district. Thomas County will use the appropriate records transfer system to verify if a newly-transferred student was Migrant in a different district (in and out of state).

Title I, Part C – Migrant Supplemental Support Services

1.Consortium LEAs describe:ul 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3.Direct-funded LEAs describe:ul 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the	The Thomas County Migrant Program enrolls 3 year-olds and preschool children in the 3 year-old/preschool program at Hand in Hand whenever possible. Should a parent choose not to participate or if the program is full, the 3 year old or Preschooler will be served according to the family's and the provider's schedule, typically a thirty minute session every month. Thomas County implements a tutoring program to support qualified MEP students during classroom instruction on a weekly basis. Tutoring is supplemented by offering after school support as well as summer enrichment programming to assist MEP students in achieving their full potential. Out of School Youth (OSY) and drop outs (DO) are served in English support activities or provided with workplace English resources as requested, based on the youth's and the Migrant SSP's schedule. Thomas County is a CEP district, and provides universal free meals to all students during the school year. The Thomas County MEP promotes the YMCA summer feeding program to ensure

Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer	access to meals continues over the summer. The Thomas County Migrant program hosts family night events in the fall and spring each year. Programming is shared with families to teach them how to interact with their children's school and maximize student learning. Thomas County Migrant staff assist families throughout the year by coordinating support as needed. Information is shared regularly with families about the various support services that are available during the school year and over the summer. The Migrant SSP works with families to share information and make connections between family needs and available resources in the community. Information is shared by telephone as well as district social media platforms, the district mass communication system (Parent Square), printed flyers, and via announcements on the website, which are translated as needed. Summer nutrition programs and literacy initiatives are shared each spring, and during regular community visits. The Migrant SSP works with OSY/DO to share information and make connections between family needs and available health, nutrition, and social services resources in the community. Because OSY/DO operate on a work schedule rather than a school calendar, the SSP establishes monthly check ins to share information, deliver services and offer support.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	Thomas County is pleased to report graduation rates for youth with IEP's has exceeded the state targets for the past three years. We are also proud to report that from FY20 to FY26, Thomas County has maintained a rate of positive post school outcomes at greater than 90%. Thomas County offers three transition programs to support our SWD- Project Search (PS), Project LIFE and Supported Dual Enrollment (SDE). Thomas County added Project LIFE 101 and 102 during the FY22 school term. Students with significant cognitive disabilities who require supportive employment assistance are the target group for Project LIFE. PS is a collaborative partnership with Archbold Medical Center, Vocational Rehabilitation (VR) and Thomasville City Schools. PS students complete three internship experiences during the school year at Archbold Medical Center. PS provides the job readiness skills our students need for employment. We are fortunate that several of the current supervisors in several hospital departments are former PS students. SDE is a partnership with our local technical college. SWD who are on track with their credits may take courses at the technical college during their senior year. We provide teacher support while the student is at the technical college. Many of our students earn certificates in programs such as cosmetology and welding. The transition coordinator also works with the coordinator of High School High Tech. We take our students on industry and college tours every year. Additionally, the transition specialist attempts to work closely with Vocational Rehabilitation (VR) staff to get our students added to their caseloads for additional supports. We are consistently working with VR and Easter Seals to provide additional trainings for our students- Driver's Ed, job readiness, and work based learning. We have implemented 2 programs to strengthen our post-secondary outcomes: 1. Hosting weekly lunch and learn meetings at TCCHS, and 2) Implementing the GROW CAMP which is a week long experience that features industry tours, practice interview experiences, and financial literacy instruction. Our Post-Secondary Survey data shows that more of our students are getting jobs and/or continuing their educational training. The Special Ed. Director meets with the transition specialists monthly to discuss needs and concerns. Thomas County's transition team, which includes the Special Ed. Director, meets with VR staff monthly in order to ensure smooth coordination of services. Special Ed. Director redelivers professional learning topics from GADOE and GLRS meetings that relate to transition and graduation rate. Regularly scheduled meetings throughout the year also include review of student academic schedules as they monitor progress toward graduation and

IDEA Performance Goals:

	plan for transition. Our transition specialist also beats the pavement to find job placements for our students. We don't always rely on the outside agencies. When we complete the Post-Secondary survey each year, we also diligently encourage our former students who are not employed to return to school or reach out to VR for additional support. We provide professional learning opportunities for teachers of SWD to attend GADOE, GLRS, MTSS, and Special Ed. conferences related to graduation rate and post-secondary outcomes. Our transition specialist completed the transition endorsement through Middle GA RESA. High school case managers work with their SWD to encourage them to not only take CTAE courses, but also to complete a career pathway while in high school. Teachers of SWD work closely with guidance counselors to review individual student graduation plans. Counselors discuss student results of YouScience aptitude assessments with students as they plan for graduation and CTAE courses. We also have procedures in place for teachers to monitor grades and intervene earlier when students are failing a course so that we can decrease the number of SWD who fail a course. We are working to provide professional learning for teachers on specialized instruction; targeting inclusion and resource teachers. The curriculum department regularly includes Special Ed. teachers in ongoing content related professional learning and vertical alignment planning events during the school year and the summer term. A goal for FY27 is for the transition specialist to continue meeting with all families of our students on an access curriculum in grades 8-12 to review transition options and develop an individualized plan for transition for each student.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings	Thomas County serves many of our 3 year old SWD in an inclusive setting. Our faculty and staff pay the local rate for childcare and their children attend the program and serve as typically developing peers for SWD. The students are served at Hand-in-Hand Primary (our PK-K site) all day, five days a week. A full time teacher and the special education teacher teach together in an "inclusion" setting. Our SWD interact with typically developing peers all day long. This is just one of the many benefits for our students and families. We also provide inclusion support for students in our Georgia pre-k classes, and offer several small group classes for preschool children whose IEP teams determine they need this type of service. Because HNH has such a strong reputation of supporting SWD, parents always want their children in the 3 year old program. Currently, we don't have any students in community sites other than Head Start. However, we do collaborate with our child care providers when a need arises with a student. We provide as much support as the student needs. Sometimes we consult and other times we encourage parents to make a referral. Thomas county PK/K screenings also help find

IDEA Performance Goals:

conducted by the LEAParent trainings	students with delays. The Special Education Director meets with the pre-school coordinator and Hand-in-Hand Primary Principal on a regular basis to make sure our students' needs are being met. The Special Education Coordinator also meets with the Head Start Director to ensure continuity of services. The Special Education Coordinator provides training to local daycares and community pre-school sites on a variety of topics each year. We make sure our community members know how to make referrals and get support for our students in need. We also provide professional learning opportunities for our teachers of SWD to attend conferences related to the social and emotional growth of pre-school aged students. Our pre-k parents are invited to any training our department offers including transition. Some of the trainings are school based and some come from our department. Thomas County uses a variety of screeners such as checklists and norm-referenced assessments. We advertise regularly in the community. We also provide Child Find brochures that are placed around our community. We communicate and provide information on a regular basis to our community stakeholders such as doctor's offices, pre-school programs and daycares. We also collaborate with Thomasville City Schools annually to provide a proportionate share training to all private and home school parents and businesses. We are constantly working to increase the number of preschool SWD served in a regular classroom by having a continuum of placements available. Some students benefit from additional time in pre-k to work on readiness skills. During FY27, the Pre-K program will expand by adding an additional self-contained class to further reduce class sizes and provide additional support.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	We provide training to our special education teachers throughout the school year. Special education teachers spend an entire day of pre-planning focused on preparing paperwork and receiving training on changes to policy and procedures. We use GO-IEP to identify teachers who need additional assistance using the reports in GO and information from those who serve as LEA representatives in IEP meetings. One professional learning focus related to improving the specialized instruction we provide to SWD and improving teachers' understanding of the eligibility process and requirements. Both of these require quality data collection. Data collection is monitored by data notebook checks by the Special Education Director and Coordinators two times each year. Thomas County hired an additional Special Ed coordinator to monitor district FAPE and LRE goals. We are very fortunate to offer the continuum of services at our schools. We have developed and use many checklists and forms to ensure consistency across schools. For example, before moving a student to a more restrictive setting the IEP team must complete a checklist and ensure adequate data is available to support the change. Our Policies and Procedures Manual is available in both hard copy and electronically for teachers to reference.

IDEA Performance Goals:

	The Special Education Director continually studies our data. We use all of the data in the GO-IEP dashboard, FTE reports, Student Record, and our local data. We have access to a program called USHA that helps us with sorting through grades, attendance and behavior. The Special Education Director also pulls reports every month on discipline of the IEP and 504 students. We are constantly looking at the data. The results and areas of concern are addressed with all of our stakeholders. This data helps us plan our professional learning. We also offer an extensive new teacher training. The new special education teachers attend a day of training on IEP writing and GO-IEP usage, and another half-day training about eligibility and understanding psychological reports. Then the new teachers meet monthly for the rest of the year to review topics such as LRE, data collection, transition, and other topics as relevant. The Special Education Director works with coordinators to provide this training. All special education teachers receive professional learning each month in their special education department meeting. If there is something that requires more time, the Special Education Director redelivers during the teachers' planning times. Teachers who work with SWD are informed about their accommodations and modifications by having access in GO-IEP, as well as by being provided hard copies of this information from the case manager. Teachers sign off at the beginning of the year that they have received this information. All teachers and bus drivers of SWD who have Behavior Intervention Plans are also provided copies of the BIP. Training is provided to teachers several times each school year on conducting FBAs with fidelity and writing quality BIPs by the Behavior Interventionist. Individual assistance is provided to teachers on this process if needed. Training is also provided for appropriate staff members on de-escalation techniques using the Mindset program. Teachers who do not meet expectations are required to attend technical assistance meetings in order to learn strategies to complete required tasks efficiently. Special education department has a manual to support training and communicate job duties. The manual includes supervision assignments and monitoring timelines for each area.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall	We revise our Policies and Procedures manual annually based on state, federal and local policies. All of the LEAD special education teachers and district office staff work together each summer to update it based on any changes from the federal or state government. The Special Education Director attends trainings from GADOE whenever they are offered and redelivers the information at the monthly LEAD meetings, special education department meetings, and administrative meetings. We will continue our new teacher induction program to support and train our new teachers on policies/procedures and writing compliant IEPs. All new teachers are also provided with a mentor teacher who can assist them with compliance requirements. Assistance is also offered to new teachers from LEAD teachers and Special Education

IDEA Performance Goals:

compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	Coordinators. The district will continue the supervision and monitoring of our policies and procedures by using GO-IEP. Reports are pulled on a weekly and monthly basis to plan ahead and check for compliance. When teachers are out of compliance, there are different levels of support, including an email, a visit from the coordinator, or attending a required technical assistance session offered monthly. The director collaborates with the colleagues from other school districts by attending GLRS meetings each month. Meeting topics feature discussion of best practices and procedures. Meeting content is discussed with district leaders and plans are formulated for implementation.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of Title IV, Part A funds.”

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need 1, Action step 1. Fieldtrips. Continuing. Field trips to the Coastal Marine Lab, Cheehaw Park, and Aunt Louise's Farm for preschool students and a local history field trip for 8th grade Georgia History students. Students will demonstrate 5% or more improved mastery on pre-post test measures. Overarching Need 1, Action step 1. Band instruments. Continuing. We intend to purchase band instruments that will increase the opportunity for more students to participate in Fine Arts instruction. The intended outcome of additional band instruments is an increase in the number of students scheduled in fine arts classes. Overarching need 3, Action step 4. Use of Data PL. Continuing. Teachers will participate in professional learning to acquire MTSS strategies for making data-based flexible groups and providing targeted instruction to maximize student learning. School-level screening data will reflect increased grade level proficiency as a result of the flexible grouping strategies.

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need 2, Action step 7. GEMA safety conference. Continuing. Pay registration fees and travel expenses for school administrators to participate in the annual Georgia Emergency Management Association safety conference. The intended outcome is an updated annual safety plan and keep schools functioning safely. Overarching Need 2, Action step 1 & 2. Behavior management PL. Continuing, Teachers, counselors and administrators will participate in professional learning in the areas of conscious discipline, Character Strong, classroom management, and communication. School-level data will remain the same or show a reduction in class removals for ISS or OSS. Overarching Need 2, Action step 6 SBHCL. Continuing. Employ a School-Based Health Care Liaison to facilitate transportation to connect students with timely health care services at the school-based health clinic. Students will have greater than 50% return to school rate following service at the school-based health clinic. Overarching Need 2, Action step 5. Contracted Mental Health Services. Continuing. Contract with Georgia Pines for mental health counselors to be assigned to schools and provide counseling and referral services. School-level discipline data will reflect consistent or reduced rated of behavior infractions, based on the availability of mental health services.

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need 3, Action step 4. ET stipends. Continuing. Teachers will be allowed to refine their training on effective uses of technology in the classroom by completing online training modules. Training will also include attendance of the GAETC conference held in the fall of 2026. School-level screening data will reflect increased grade level proficiency as a result of the incorporation of instructional technology in lessons.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Thomas County does not intend to use Title IV funds to make infrastructure purchases in FY27.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	The district hosts a System level Parent Advisory Council meeting in the fall and spring of each school year for the purpose of on-going consultation with its stakeholders. The spring plan revision process implemented at the district and school levels also includes feedback sessions with stakeholders. New stakeholders are invited to join these feedback sessions as a routine. Ongoing consultation with community-based stakeholders takes place twice annually. The district solicits feedback and input on the implementation and success of current initiatives. In the spring, stakeholders are engaged in needs assessment processes that will impact future projects in the district.