



School Improvement Plan 2026 - 2027



Thomas County
Thomas County Academy

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
School Name	Thomas County Academy
Team Lead	Dr. James Rehberg
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	COHERENT INSTRUCTION: There is a need to enhance Tier I instruction to improve student performance on EOC and EOG Milestones at the proficient and distinguished levels.
Root Cause # 1	Many of the students have emotional, physical, and/or mental health issues that are addressed through wrap-around services provided by the school. These services often require two or more years to stabilize a student so that he or she can begin to grow and thrive academically.
Root Cause # 2	Students enrolled at Thomas County Academy need differentiated instructional strategies for academic success.
Root Cause # 3	Most students enroll at Thomas County Academy after experiencing limited success in a traditional school setting and often arrive with significant academic deficits, frequently performing two or more grade levels below expectations. As a result, standardized assessments administered during a student's first or second year at TCA may not fully reflect the academic growth achieved during their enrollment. Many students take End-of-Grade and End-of-Course assessments shortly after enrolling, before sufficient time has passed to address long-standing learning gaps and realize the full impact of the individualized support and interventions provided by the school.
Goal	By 2026-2027, EOC content mastery scores will improve by 3% in all contents.

Action Step # 1

Action Step	Administration will conduct regularly scheduled classroom observations and provide instructional feedback. With the implementation of GALeads, feedback cycles will occur on a regular basis as administration visits classrooms.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	GaLEADS

Action Step # 1

Method for Monitoring Effectiveness	Improved student academic performance.
Position/Role Responsible	Principal
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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Action Step # 2

Action Step	The administration at Thomas County Academy will provide teachers and students with the necessary technology, software (Delta Math, Scholastic News, HMH, Formative Assessments, and online textbooks), tools, supplies, and literacy materials to successfully meet the state requirements for mandated testing and graduation. Provide DOK training for staff and monitor its implementation. Develop academic stamina across the curriculum with the use of depth of knowledge prompts and writing in the content areas. Also provide professional learning on high-impact strategies and practices would also prove beneficial.
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 Supportive Learning Environment
Method for Monitoring Implementation	Approved requisitions for the purchasing of materials needed for teaching and learning.

Action Step # 2

Method for Monitoring Effectiveness	Improve student academic performance.
Position/Role Responsible	Principal
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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Action Step # 3

Action Step	Teachers will utilize Formative assessments and summative data to plan differentiated instruction. Provide interventions for students that do not master content area standards.
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 Supportive Learning Environment
Method for Monitoring Implementation	Data reports and lesson plans, MTSS Dashboard
Method for Monitoring Effectiveness	Improve student academic performance.
Position/Role Responsible	Principal
Timeline for Implementation	Quarterly

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	Utilize hands-on manipulatives in content instruction when appropriate.
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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations Lesson plans
Method for Monitoring Effectiveness	Improve student academic performance.
Position/Role Responsible	Principal 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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Action Step # 5

Action Step	Provide supplemental learning opportunities for students: after school tutoring, academic boot camp, and summer school. Provide tutoring for students preparing to take the ASVAB, ACCUPLACER, and ACT/SAT.
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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Rosters Data reports
Method for Monitoring Effectiveness	Improve student academic performance.
Position/Role Responsible	Principal, Teachers
Timeline for Implementation	Yearly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	PROFESSIONAL CAPACITY: There is a need to provide professional learning to increase teacher capacity for effective instruction.
Root Cause # 1	Align Assessment Practices to Develop Student Proficiency 1. The need for better alignment of classroom assessments with Georgia Standards of Excellence. 2.The need for greater Depth of Knowledge (DOK) in both instruction and assessments (teaching and assessing the standards at a deeper level). 3. The need for structured formative assessments (benchmarks) that are more closely aligned with those of the school district and a system of progress monitoring. 4.The need for students to develop the academic stamina needed for success on rigorous exams.
Root Cause # 2	Instructional Supervision 1.There is a need to monitor the amount of instructional time dedicated to direct instruction. 2.There is a need to monitor alignment of instruction with Georgia Standards of Excellence.
Root Cause # 3	Need to refine MTSS to provide individualized support and/or intervention.
Root Cause # 4	Frequent staff turnover results in a less-cohesive faculty and inexperience in student management, delivery of instruction, and relating to individual student needs.
Goal	100% of staff will participate in Professional Learning related to their role.

Action Step # 1

Action Step	Establish & implement a school-wide Professional Learning calendar that ensures all staff participate in PL related to their role. Participate in professional learning on research based practices for utilizing textbooks, educational software, and manipulatives.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Schedule of summer and fall professional learning Professional learning agenda Sign-in sheets Instructional units and lessons aligned to GSE Workshop agenda Sign-in sheets Agenda Documentation of workshop attendance PL agenda Sign-in sheets
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Secondary Curriculum Director Principal
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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Action Step # 2

Action Step	Monitor direct instruction using lesson plans, walk through observations, and collaborative planning meetings for data analysis. Monitor implementation of initiatives learned in professional learning. Implement follow-up PL as needed.
Funding Sources	Title I, Part A IDEA

Action Step # 2

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	GaLEADS Observation Rubrics Lesson Plans
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Principal, 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)?	
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Action Step # 3

Action Step	Develop and align benchmarks/Formative Assessments (pre, mid, and post) tests with pacing guides and MAP Universal Screener as well as using common assessments.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster

Action Step # 3

Subgroups	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	Pacing Guides Benchmarks
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Principal
Timeline for Implementation	Quarterly

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 teachers with training on MTSS process, resources, and strategies. Provide training on universal screeners and using screener data to differentiate instruction. Provide training on student goal-setting.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MTSS Training Sign-in sheets
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Director SPED, Principal, Secondary Curriculum 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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Thomas County Academy needs to increase the percentage of graduates that are ready to attend college, enter the military, or continue employment after completing a work based learning program.
Root Cause # 1	Less than 100% of students have completed interest inventories and utilize the results.
Goal	Thomas County Academy will increase the percent of graduates that are college, military, or career ready by 3% each year.

Action Step # 1

Action Step	The CTAE business teacher will continue the Work Based Learning program.
Funding Sources	Perkins
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	Successful Certification in WBL. Program Implementation
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Principal, CTAE Director
Timeline for Implementation	Yearly

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	Continue to partner with Southern Regional Technical College to provide assistance for students who request help to prepare for the ACCUPLACER exam.
Funding Sources	Title I, Part A IDEA McKinney-Vento Perkins
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	Completion of ACCUPLACER Tutoring Sign-in Sheets
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Principal, Guidance Counselor
Timeline for Implementation	Quarterly

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)?	Southern Regional Technical College
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Action Step # 3

Action Step	Provide workshops for parents and guardians to assist them in helping prepare their students for college, military, or a career after graduation.
Funding Sources	Title I, Part A IDEA
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	Workshop plans, minutes, and sign in sheets
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Parent Involvement Coordinator Principal
Timeline for Implementation	Quarterly

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)?	US Military, GA Student Finance Commission, Thomas County Department of Labor, Thomas University, Southern Regional Technical College
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	SUPPORTIVE LEARNING ENVIRONMENT: There is a need to improve student behaviors that are interrupting the instructional process and learning for students.
Root Cause # 1	Inconsistent classroom management strategies lead to office referrals.
Root Cause # 2	Students engage in off-task behavior.
Root Cause # 3	Students exhibit a need for social and emotional support.
Root Cause # 4	Students' academic and behavioral needs are unmet.
Goal	Thomas County Academy will consistently implement the discipline policy and procedures. Thomas County Academy will reduce the number of days of ISS and OSS by 3% 2026 - 2027 school year. We will consistently utilize GAP services and ISS respectively.

Action Step # 1

Action Step	1. Develop procedures and a process which facilitate a positive school culture that increases student achievement by revising the culture plan using current data to include: a.) Referrals to GA Pines or school counselor b.) Behavior Intervention Plans c.) Parent Letters d.) Increase supervision in lunchroom, halls, and transition times. e.) Review current OSS procedures and protocols to include students meeting with the Guidance and/or GAP counselor upon their return. f.) Continue ISS
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 Supportive Learning Environment
Method for Monitoring Implementation	Teachers using Infinite Campus for office referrals. MTSS Dashboard
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Principal and Leadership team
Timeline for Implementation	Monthly

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	Identify students in need of additional emotional or behavioral support and implement interventions. •Individual guidance counseling •Behavior Intervention Plan •Small group counseling sessions •Character Education modules in Edgenuity •GAP counseling sessions •Monitor students with BIP using MTSS process. Provide counseling, school based mental health programs, mentoring services, and other strategies to improve student's coping mechanisms.
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	-Counselor documentation -Discipline data from Infinite Campus -Career counseling
Method for Monitoring Effectiveness	Improved student academic performance
Position/Role Responsible	Counselor GAP Staff Principal
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Create and monitor individual learning plans put in place to assist students with academic and behavior difficulties through the MTSS process.
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	•Progress monitor students every 2-3 weeks to determine if modifications and teaching tools are improving student achievement and behavior.
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Director SPED, Principal, Counselor, Teachers
Timeline for Implementation	Monthly

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	Standardize and communicate the importance of daily attendance. Develop, implement, and monitor intervention protocols for students with inconsistent attendance. In addition, communicate expectation for the significance of daily attendance for everyone and implement an attendance review team.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Intervention Plan Documentation of interventions Attendance Dashboard in Infinite Campus ParentSquare
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Teachers Administration Parent Involvement Coordinator Director of Student Services
Timeline for Implementation	Monthly

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. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	FAMILY AND COMMUNITY ENGAGEMENT: There is a need to improve communication and involvement with our families and community stakeholders.
Root Cause # 1	A lack of an ongoing, two-way communication system between teachers and parents.
Root Cause # 2	Family engagement events are inadequately advertised or attended.
Goal	Include representation from all stakeholders in the process of SIP. Increase the number of respondents on the school surveys by 25%.

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 stakeholders. Provide multiple meeting times for workshops and input meetings. Conduct building capacity workshops for teachers/administrators. Workshops will present parent involvement strategies to promote student achievement.
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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Surveys, parent feedback, workshops
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Principal Parent Involvement Coordinator
Timeline for Implementation	Quarterly

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	Promote parent/student participation in the revisions and implementation of the school improvement plan, parent-student compact, and family engagement plan.
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 Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, minutes, SIP, FEP, and compacts
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Principal Parent Involvement Coordinator
Timeline for Implementation	Quarterly

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

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	Promote ongoing, two-way communication between teachers and families (ParentSquare, emails, gradebook, and progress reports).
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 Family and Community Engagement
Method for Monitoring Implementation	Teacher Use Procedures Created ParentSquare data report Family Survey
Method for Monitoring Effectiveness	Improve student academic performance
Position/Role Responsible	Principal Parent Involvement 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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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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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 needs assessment, goals, and action plan were devised during the summer revision process. Parents, school staff, community stakeholders, and students were involved in creating this plan. Stakeholders were invited to review SIP, family engagement, and compacts. 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.	Nearly all teachers employed at Thomas County Academy are certified in the content area taught. Thomas County Academy works with the TCBOE to ensure that all staff members have appropriate qualifications and certifications. Schedules are prepared by hand and care is taken to ensure students are not assigned to ineffective, inexperienced, or out of field teachers for two consecutive years.
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).	Thomas County Academy works primarily with students who are academically behind and often need social and emotional support. Teachers will enhance academic instruction in all content areas through the use of hands-on manipulatives, biographies, primary sources, and cross curricular literacy resources according to student Lexile levels in Tier I. Academic interventions will include small group instruction, reteaching, and computer assisted learning. The school works to provide a safe environment for students to work on personal obstacles and progress academically. Students have after-school tutoring and dual enrollment opportunities as extensions of a traditional school day. By utilizing high impact learning practices, teachers are able to provide a viable curriculum to assist students. Teachers are collaboratively planning and using the GSE to create learning targets and success criteria. A school guidance counselor, GAP Counselor, and a Social Services Coordinator provide assistance for the students and families social and emotional welfare. Thomas County Academy administration will coordinate with curriculum to facilitate ongoing professional development. Parent involvement activities are implemented in the fall and spring to develop parent capacity to support students academically.

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.

Thomas County Academy implements a school-wide Title I plan.

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.	This is not applicable to Thomas County Academy.
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.	Thomas County Academy has an intake interview process with every new student and their parent/guardian. The handbook, dress code, attendance, behavior expectations, and academic credits needed are addressed prior to enrollment. Thomas County Academy partners with SRTC and Thomas University to test students and to provide dual enrollment opportunities. The school also offers a course for college test preparation. The school counselor works with teachers to implement career counseling activities and identify student interests and skills.
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.	Thomas County Academy uses many alternatives to suspension. Teachers implement classroom management plans to maximize on task behavior. ISS, lunch detention and conferences with counselors are used as much as possible to minimize a student's time away from class.

ADDITIONAL RESPONSES

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