



School Improvement Plan 2026 - 2027



Thomas County
Thomas County Central High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
School Name	Thomas County Central High School
Team Lead	Karen Jones
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	Student Achievement
Root Cause # 1	Diverse learning styles are not addressed in lesson plans.
Root Cause # 2	Increased absences result in inconsistent implementation of daily structures and routines.
Root Cause # 3	Lack of guidelines for scheduled interventions results in learning gaps.
Root Cause # 4	No explicit guidelines for teachers to implement intervention/remediation strategies when students fail to master academic concepts.
Root Cause # 5	Some students experience homelessness, language, and mental health challenges, which are barriers to learning.
Root Cause # 6	Students lack grade-level academic skills.
Goal	Increase the number of students who both pass and score in the proficient/distinguished area on EOC Milestones by 3%.

Action Step # 1

Action Step	Create multiple opportunities for students to engage with high-impact teaching strategies during the school day that include embedded reteaching opportunities, with additional after school tutoring for academic core areas, which includes recruiting, assigning, and monitoring student participation, as well as providing transportation.
Funding Sources	IDEA McKinney-Vento
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	Lesson plans Schoolwide tutoring logs GaLEADS
Method for Monitoring Effectiveness	Decrease in the number of students being retained or needing to retake courses and improved grades, screener scores, and EOC scores.

Action Step # 1

Position/Role Responsible	Administrators, Teachers
Timeline for Implementation	Monthly

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

Action Step	Implement effective research based literacy strategies including reading and vocabulary strategies.
Funding Sources	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 Supportive Learning Environment
Method for Monitoring Implementation	ELA teachers will pair with other departments to provide reading/writing strategy support Implementation is monitored via lesson plans, student work is uploaded as documentation in TKES, and administrative observations
Method for Monitoring Effectiveness	Increase in student Lexile scores.
Position/Role Responsible	Teachers Administrators Curriculum Coordinators

Action Step # 2

Timeline for Implementation	Quarterly
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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	Provide ESOL and migrant students with academic support using push-in, pull-out, tutoring, and innovative models.
Funding Sources	Title I, Part C Title III, Part A
Subgroups	English Learners Migrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan Parent meeting agendas Sign in sheets Student grades Milestone EOC data ACCESS test data
Method for Monitoring Effectiveness	Students successfully passing academic courses and making progress on the ACCESS assessment. Increase in Milestone EOC, benchmark, and other standardized test scores.
Position/Role Responsible	ESOL instructor, Migrant instructor, Teachers, Administrators
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Tie academic standards to CTAE courses and use cross curricular instruction to support student achievement on Milestone EOCs and EOPAs.
Funding Sources	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	Elective courses incorporating literacy strategies, including CSET, PALS, Reading Across the Curriculum, direct vocab instruction, CSET and other reading/vocabulary strategies; ELA teacher are assigned to each department for support. Student work will be reviewed. Teacher collaboration during summer months. Review EOPA data; Updates to lesson plans and teaching strategies are being implemented; Updates to pacing guides; Updates to assessment crosswalks; Reteaching documented
Method for Monitoring Effectiveness	Increase in Milestone EOC scores Increase the number of students earning workforce credentials and Perkins Core Indicators.
Position/Role Responsible	Teachers, Administrators, CTAE Director
Timeline for Implementation	Quarterly

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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Action Step # 5

Action Step	Increase faculty and staff awareness of factors impacting CCRPI and consistently monitor data and implement corrective measures as needed.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Share goals during pre-planning Climate surveys for teachers are administered in December Share updated CCRPI data with leadership team when available (November) Review data impacting school climate such as discipline and attendance MAP Growth reading and math screener data
Method for Monitoring Effectiveness	Increase in Milestone EOC scores.
Position/Role Responsible	Teachers, Administrators
Timeline for Implementation	Monthly

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)?	
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Action Step # 6

Action Step	Purchase and implement instructional resources including those designed to support differentiation, such as software, novels, periodicals, Rosetta Stone, Flash Light, Frames for Fluency, and other manipulatives.
Funding Sources	Title I, Part C Title III, 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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders Lesson plans MTSS plans
Method for Monitoring Effectiveness	Increase in student Lexile scores, increase in Milestone EOC scores, and increase in SAT/ACT scores.
Position/Role Responsible	Teachers Administrators Curriculum Coordinators Digital Learning Specialist Counselors MTSS Coordinator

Action Step # 6

Timeline for Implementation	Quarterly
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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 # 7

Action Step	Assign teachers in academic areas common planning for collaboration and to develop differentiation and interventions.
Funding Sources	IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Lesson plans Milestone EOC data ACCESS data Grade reports
Method for Monitoring Effectiveness	Students successfully passing academic courses and making progress on assessments.
Position/Role Responsible	Teachers Counselors Administrators

Action Step # 7

Position/Role Responsible	Dean of Students
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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	School Culture
Root Cause # 1	Students engage in off-task or rule breaking behaviors.
Root Cause # 2	Students exhibit unmet social and emotional needs.
Root Cause # 3	Students need for attention and academic support are unmet.
Goal	Reduction in school discipline referrals by 3% from 986 to 956 in the 2026-2027 school year.

Action Step # 1

Action Step	Conduct grade level assemblies to address discipline issues, dress code, social media, eligibility, and academics.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Grade level assemblies will be conducted the first week of school Consult leadership team for assembly topics Feedback from student council
Method for Monitoring Effectiveness	Reduction in the number of students receiving discipline referrals.
Position/Role Responsible	Administrators and teachers
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	Teach and reinforce behavioral expectations including addressing bullying policy/consequences and appropriate classroom behaviors.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Anti-bullying month will be observed in October, and TAA lessons. Group sessions held by counselors.
Method for Monitoring Effectiveness	Reduction in the number of referrals for bullying.
Position/Role Responsible	Administrators, counselors, and attendance committee
Timeline for Implementation	Monthly

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	Implement school-wide policy for electronic device etiquette through the use of Parent Pro Tech (digital citizenship curriculum).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline policy in place for the use of headphones in the building. Digital Literacy lessons in TAA Monitoring cellphone confiscation spreadsheet
Method for Monitoring Effectiveness	Reduction in the number of GoGuardian and Gaggles alerts. Reduction in the number of cell phone referrals.
Position/Role Responsible	Administrators, Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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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Action Step # 4

Action Step	Maintain review process for Behavior Intervention Plans and Attendance Intervention Plans.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Students on BIPs meet regularly with counselors. Involve parents in BIP and send updates to parents. Counselors document meetings on shared BIP form at conclusion of meeting. Students with AIPs meet regularly with grade level administrators. Parent contact log. Attendance Dashboard MTSS Dashboard
Method for Monitoring Effectiveness	Students following BIP or attendance contracts and not receiving additional referrals.
Position/Role Responsible	Administrators Counselors Teachers
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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Action Step # 5

Action Step	Continue counseling program and conflict resolution sessions for students with repeated ISS/OSS referrals and require parent conferences as needed.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Students meet with counselors after each ISS/OSS event; Counselors keep documentation notebook as evidence ISS Instructor schedules conferences with guidance counselors. GAP Referrals MTSS Dashboard
Method for Monitoring Effectiveness	Reduction in the number of students with multiple suspensions. Improved screener scores and number of students passing academic courses.
Position/Role Responsible	Administrators Counselors ISS Instructor GAP Counselors
Timeline for Implementation	Others : As needed

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)?	
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Action Step # 6

Action Step	Offer teachers support to build classroom management skills including correcting misbehavior, managing transitions, and monitoring student participation.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Established teacher-mentor connections; Induction Lead Teacher works with new teachers on classroom management Department Chairs share strategies during collaborative planning sessions GaLEADS
Method for Monitoring Effectiveness	Reduction in the number of referrals. Students are not removed from the classroom setting. Improved screener scores and number of students passing academic courses.
Position/Role Responsible	Administrators; Induction Lead Teacher; Department Chairs
Timeline for Implementation	Quarterly

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)?	RESA
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Action Step # 7

Action Step	Continue incentives for students with good/perfect attendance. Promote importance of daily attendance with students and the need for supportive relationships with teachers. Recognize students having an average of 80, missing less than 4 days, and having no discipline referrals during the nine weeks.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitor attendance of students. Attendance incentive cards. Attendance Dashboard
Method for Monitoring Effectiveness	Increase in the number of students receiving incentive cards. Increasing screener scores and the number of students passing academic courses.
Position/Role Responsible	Administrators Parent Involvement Coordinator Attendance Clerk Lead Team
Timeline for Implementation	Quarterly

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Implement guidance program to support individualized student needs including the following services: pupil services, graduation planning, scheduling, college and career planning, integration of CTAE pathways, GAP partnership and community service/service learning and leadership.
Funding Sources	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	Guidance sessions--9th grade parent meetings, FAFSA parent meetings Rising 9th grade orientation meeting YouScience implementation College Visits ELL Family Night
Method for Monitoring Effectiveness	Increase in graduation rate and increase in the number of students eligible to attend post-secondary institutions. Increase in the number of students qualifying for community service awards as seniors. Increase in the number of students who receive industry credentials.
Position/Role Responsible	Teachers Administrators

Action Step # 8

Position/Role Responsible	Counselors
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 # 9

Action Step	Provide student recognition with community partners, such as Rotary, Kiwanis, etc.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Academic achievement
Method for Monitoring Effectiveness	Increase in the number of students recognized by community partners.
Position/Role Responsible	Teachers Administrators Guidance Counselors Community Civic Clubs
Timeline for Implementation	Monthly

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Continue refining comprehensive MTSS program, including academic and behavioral supports.
Funding Sources	Title I, Part C IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher/parent conferences IEP meetings 504 meetings Reteaching documented in lesson plans Nine weeks/Semester/Yearly grades MTSS Dashboard
Method for Monitoring Effectiveness	Reduction in the number of students retained. Improved EOC scores.
Position/Role Responsible	Teachers Counselors Administrators Special Education Lead Psychologist Parents
Timeline for Implementation	Quarterly

Action Step # 10

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 # 11

Action Step	Maintain attendance committee. Continue to utilize the Community Based Risk Reduction Team to correct absenteeism. Follow attendance protocols for absentees. The attendance clerk, grade-level counselors and administrators, and the Student Services Coordinator contact students and parents.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Dashboard Parent Contact Logs Teachers intervene with phone calls/emails/mailings/parent conferences about attendance before court is needed. Attendance clerk notifies school administration when students violate law. Students found in violation are reported to BOE contact to be turned in to the court.
Method for Monitoring Effectiveness	Decrease the number of students with 13 or more absences
Position/Role Responsible	Administrators Counselors Attendance Clerk Teachers Lead Team Student Services Coordinator

Action Step # 11

Timeline for Implementation	Weekly
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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	Organizational and Operational Effectiveness
Root Cause # 1	Instructional uses of technology do not engage students in rigorous academic activities.
Root Cause # 2	Students are frequently unprepared for class.
Root Cause # 3	Students need access to physical and mental health support systems.
Goal	Increase the impact students say teachers have on learning as reported in the Climate Survey by 3% from 45% to 48% in the 2026-2027 school year.

Action Step # 1

Action Step	Collaborate with teachers to monitor progress of 9th grade students in the four academic areas in order to offer further instructional assistance as needed.
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	Require teachers to monitor failures and contact parent or guardian. Request parent conferences Send out reminders about tutoring opportunities Dean of students and counselors conduct student conferences Follow academic intervention plan Teachers as Advisors
Method for Monitoring Effectiveness	Reduction in the number of 9th grade students who are retained.
Position/Role Responsible	Administrators Dean of Students Teachers Secondary Curriculum Coordinators
Timeline for Implementation	Others : 4.5 weeks

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	Involve stakeholders in decision making by utilizing feedback to monitor and improve school routines and procedures.
Funding Sources	Title I, Part C Title III, 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	School council meetings Parent advisory meetings Leadership team meetings
Method for Monitoring Effectiveness	Receive feedback from leadership team, school council members, and parent advisory members.
Position/Role Responsible	Teachers Parents Business owners Administrators
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)?	
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Action Step # 3

Action Step	Ensure instructional uses of technology, including Chromebook use, are balanced with direct instruction, engaging students in rigorous and differentiated activities.
Funding Sources	Title I, Part C Title III, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Digital Learning Specialist professional learning sessions Lesson plans featuring balanced use of technology Number of Chromebooks issued to students
Method for Monitoring Effectiveness	Decrease in the number of students retained. Increase in scores on benchmarks, Milestone EOCs, SAT/ACT, EOPAs, and other standardized tests.
Position/Role Responsible	Teachers Administrators Digital Learning Specialist Media Specialist
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	Establish data teams to improve instruction by implementing instructional framework that includes differentiation, learning targets, interventions, technology resources, supporting students with mental health needs, and student self-reflection.
Funding Sources	Title I, Part C Title III, 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	Agendas and documentation from collaborative planning meeting GaLEADS
Method for Monitoring Effectiveness	Increase in the scores on common assessments, benchmarks, Milestone EOCs, SAT/ACT, ASVAB, and other assessments.
Position/Role Responsible	Teachers Administrators Digital Learning Specialist Media Specialist Curriculum Coordinators
Timeline for Implementation	Quarterly

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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Action Step # 5

Action Step	Continue counseling for students with grade level counselors and Georgia Pines counselors, with quarterly meetings for program analysis and information sharing.
Funding Sources	Title I, Part C Title III, 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	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Ongoing counseling login is updated periodically and monitored by counselors and administrators Evening grade level parent meetings with counselors
Method for Monitoring Effectiveness	Decrease in the number of students retained by improving grades and screener scores.
Position/Role Responsible	Administrators Counselors GAP Therapist
Timeline for Implementation	Quarterly

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)?	
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Action Step # 6

Action Step	Administrative walkthroughs to monitor instructional and implement GaLEADS. Identify instructional "look fors" including learning targets and differentiation. Teachers will incorporate differentiation requirements in lesson plans for monitoring.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Administrative observations Observation data entered in GaLEADS
Method for Monitoring Effectiveness	Improved screener scores and the number of students passing academic courses
Position/Role Responsible	Administrators
Timeline for Implementation	Yearly

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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Staff Development and Growth
Root Cause # 1	Academic performance expectations continue to increase while students vary in grade-level skills.
Root Cause # 2	Diverse skill levels within the same classroom lead to inconsistent academic performance levels among students. Some students need enrichment and others need reteaching.
Root Cause # 3	Minimal observation of professional learning initiatives.
Goal	Increase the number of teachers participating in job embedded professional learning as noted in the Title IIA Needs Assessment and Equity Plan Survey by 3% each year from 63% to 66% in the 2026-2027 school year.

Action Step # 1

Action Step	Provide professional development related to literacy, including screening inventories and Lexile levels to help teachers differentiate content-based materials using Lexile scores. Professional learning for teachers: 1) Students to monitor their own learning, 2) Conferencing about student performance with students, and 3) How to communicate about student performance with parents.
Funding Sources	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	Reading inventory screeners Lexile scores Milestone EOC scores Lesson/Unit plans Differentiated materials MAP Growth
Method for Monitoring Effectiveness	Increase in percentage of students scoring on or above level on MAP screener and Literature and Composition II Milestone EOC.

Action Step # 1

Position/Role Responsible	Administrators Teachers Curriculum Coordinators MAP Growth Trainers
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	Utilize collaborative planning to analyze student data including work samples and plan instructional content. Work collaboratively to evaluate data and design lesson plans. Work collaboratively to evaluate and revise benchmarks. Plan and implement reteaching strategies and incorporate learning targets in lesson plans.
Funding Sources	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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Vertical alignment meetings Weekly collaborative planning minutes and sign in sheets from academic classes Administrative participation Achievement data Formative data GaLEADS

Action Step # 2

Method for Monitoring Effectiveness	Increase in scores on benchmarks, Milestone EOCs, SAT/ACT, EOPAs, and other standardized tests.
Position/Role Responsible	Teachers Administrators Digital Learning Specialist Curriculum Directors Department Chairs
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	Implement a school-wide professional learning calendar designed to increase student achievement through teacher peer observations, integration of balanced technology, research-based teaching strategies, and alignment of course content to assessments. Conduct teacher peer walkthroughs to determine implementation of professional learning.
Funding Sources	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 Supportive Learning Environment
Method for Monitoring Implementation	New teachers will conduct peer observations and will be observed by Induction Lead Teacher Google classroom PD video library Schoolwide teacher peer observations

Action Step # 3

Method for Monitoring Implementation	Lesson plans Conference/Workshop Surveys
Method for Monitoring Effectiveness	Decrease in the number of discipline referrals and the number of students retained. Increase in scores on benchmarks, Milestone EOCs, SAT/ACT, EOPAs, and other standardized tests.
Position/Role Responsible	Teachers Administrators Induction Lead Teacher Digital Learning Specialist
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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2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Family and Community Engagement
Root Cause # 1	Less than 100% of students graduate with post-secondary plans, including school or work opportunities.
Root Cause # 2	No formal process of how to engage in two way ongoing communication between teachers and families.
Root Cause # 3	No established system of parent participation in school meetings.
Root Cause # 4	Parents and students have busy after school schedules with competing time commitments.
Goal	Increase positive responses related to communication on the Title IIA Needs Assessment Equity Plan Parent Survey by 3% from 62% to 65% in the 2026-2027 school year.

Action Step # 1

Action Step	Use technology to increase contact and communication with all stakeholders about academic expectations, student progress, and behavior (good and bad). Expectations will be communicated with teachers about how to share information.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Increase contact and communication with stakeholders by using Facebook, electronic billboards (in school and in community), Twitter, Instagram, ParentSquare, Google Classroom for parents, parent portal Personal phone calls Brightlink app ParentSquare Dashboard
Method for Monitoring Effectiveness	Increase in positive responses on surveys.
Position/Role Responsible	Administrators Teachers SIS Coordinator
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Increase use of contact methods parents responded as most effective on the most recent parent survey (ParentSquare) and document parent contacts in Infinite Campus.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	ParentSquare dashboard Teacher reports
Method for Monitoring Effectiveness	Increase in the number of students promoted to the next grade. Decrease in the number of absences and discipline referrals.
Position/Role Responsible	Administrators Teachers Counselors Athletic Director
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	Maintain protocols for official social media postings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Written protocols
Method for Monitoring Effectiveness	Students, parents, and the community receive accurate information about assessments, events, and recognitions occurring in the school.
Position/Role Responsible	Administrators Teachers Counselors Athletic Director Social Media Coordinator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Host parent events to inform and provide support for student needs, for example: monitoring student work, support for student mental health, post-secondary planning, etc.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in rosters for events Powerpoint presentations/videos
Method for Monitoring Effectiveness	Increase in the graduation rate, the number of students qualifying for post-secondary institutions, and the number of students promoted to the next grade.
Position/Role Responsible	Teachers Administrators Counselors GAP
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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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).	At the end of the 2025-2026 school year, each leadership team member, parent advisory member, and school council member was provided the opportunity to reflect on the previous school year and make recommendations for the next school year. The school improvement team will meet periodically throughout the 2026-2027 school year. Teacher and parent surveys were conducted. Stakeholders reviewed the SIP draft and made suggestions.
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.	Student schedules are designed to meet student needs. Hand scheduling ensures students are not served by ineffective, out of field, or inexperienced teachers for 2 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).	n/a TCCHS is not a Title I school.
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.	n/a TCCHS is not a Title I school.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	n/a TCCHS is not a Title I school.
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 Central High School (TCCHS) has a tradition of implementing several practices to support student transitions and promote post-secondary readiness. These practices have been effective in the past and will continue to be an integral part of the school's efforts moving forward. Each spring, eighth-grade students from Thomas County Middle School (TCMS) are invited to tour the high school. During this visit, current TCCHS students, along with an administrator and the ninth-grade counselor, host an elective fair to introduce students to the various academic and extracurricular opportunities available. In February, TCCHS hosts a parent and student information night designed to provide families with an overview of the high school experience and the academic pathways available. Additionally, the school actively participates in the PROBE College Fair and the Post-Secondary Program Fair in partnership with Southern Regional Technical College (SRTC), offering students exposure to a wide range of higher education options. Throughout the academic year, the guidance department organizes parent meetings on key topics such as FAFSA, Dual Enrollment, Advanced Placement (AP) courses, and freshman orientation. These sessions are designed to keep families informed and engaged in their students' academic planning. College visits are also encouraged and promoted through athletic programs and student clubs, providing further opportunities for students to explore their future options. Finally, school counselors play a vital role in supporting new students by providing orientation sessions that cover school expectations, policies, and procedures, ensuring a smooth transition into the TCCHS community.

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.	The school discipline plan and classroom management plans emphasize resolving discipline matters without classroom removal whenever possible. Disciplinary referrals are analyzed to recognize patterns and identify needs for staff development. MTSS processes are in place to monitor discipline and provide supports to students.
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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 after each semester. Local and state data reports are combined with observations and survey data to monitor and adjust continuous improvement. This 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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