

South Paulding High School



School Improvement Plan 2026 -2027

Edward Thomas, Principal

PCSD VISION

The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.



SCHOOL MISSION & VISION

*The **mission** of South Paulding High School is to create a learning environment in which students have the opportunity to **believe, achieve, and succeed** every day.*

*Our **vision** is to create and maintain a learning community where students, faculty, and staff:*

***Believe** in themselves and their abilities*

***Achieve** at high levels inside and outside the classroom*

***Succeed** in life*



South Paulding High School Improvement Action Plan

Accountability Goal 1: Improvement Action Plan

SMART Goal 2: Increase level II - IV percentages in the following Milestone Courses

- ***Improvement Action Plan***
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- ***SMART Goal 2: Increase level II - IV percentages in the following Milestone Courses***
- ***Lit II- 2-4's 70% ; 3 & 4 30% 26/27 School Year***
- ***Bio - 2-4's 75% increase to 80% ; 3 & 4 43% increase to 48% 26/27 School Year***
- ***US Hist- 2-4's 73% increase to 85% ; 3 & 4 increase 44% to 51% 26/27 School Year***
- ***Alg I 2-4's 66% increase to 70% 3 & 4 32% increase to 37% 25/26 School Year***

Strategic Plan Goal Area			
Guiding Questions	Action Step 1 What the administration, teachers, or students will do.	Action Step 2 What the administration, teachers, or students will do.	Action Step 3 What the administration, teachers, or students will do.
List Action Steps: What will the teachers and students do?	PLC's will implement the Ga Adolescent Literacy Academy Modules to integrate literacy into instructional strategies to increase student achievement and comprehension of learning targets.	PLCs will schedule meetings with curriculum coordinators to analyze Milestone domain percentages and identify trends within each domain.	PLCs will analyze domain data to identify students approaching the next achievement level based on common assessments, such as Beacon and Progress Learning, then deliver intentional, intensive 300-hour remediation focused on specifically identified domains.

Process and Timeframe: What needs to happen and when to successfully execute the action step?	PLC will complete modules 3, 4 & 5 by the end of 1 st semester and implement a strategy at least twice a week. PLC Log documentation	Beginning of each semester and assess new data from Progress Learning, Common Assessments, Beacon and Milestones as available. Based on data from assessments we have strategically adjusted our 300 hr to occur twice a week every other week with 2 weeks devoted to focusing on common assessments and standard based content.	Beginning of each semester and assess new data from Progress Learning, Common Assessments, Beacon and Milestones as available.
Professional Learning: Who needs which PL and when tied to the action step?	Ga Adolescent Literacy Strategies All Instructors	Curriculum inclusion in PLC All Core Instructors	Beacon, Progress Learning Core Instructors
Person Responsible: Who will collect the data? Who will arrange/deliver PL?	Admin (C. Morgan), Teachers,	PLC (Thomas, Thomason, Morgan)	PLC
Implementation Monitoring: What evidence shows you are implementing the action step?	Teachers will implement Ga strategies twice a week.	Rostered students based on domain data PLC Documentation	Curriculum map adjustments as needed

Effectiveness Monitoring Measure: What data are you using to monitor progress to your goal? (assessment, survey, checklist, observation form)	Pre, Mid, and Post Assessment	Pre, Mid, and Post Assessment We will utilize and cross reference beacon and SGP data to form 300 hr remediation & enrichment courses.	Common Assessments ie. Progress Learning, Beacon and Milestone
Effectiveness Monitoring Mid-1st Semester – What impact is your action step having on progress towards your goal?	Measure: Baseline: Projection:	Measure: Baseline: Projection:	
Are there course corrections that need to be made? What additional data do we need? (complete 1st Semester – impact check)	Outcomes:		
Effectiveness Monitoring Mid-2nd Semester – What impact is your action step having on progress towards your goal?	Measure: Data: Projection:	Measure: Data: Projection:	
Are there course corrections that need to be made? What additional data do we need? (complete 2nd Semester – impact check)	Outcomes:	Outcomes:	

South Paulding High School Improvement Action Plan

Accountability Goal 2: Improvement Action Plan

SMART Goal 2: Increase Graduation Rate to 90% for the 2026/2027 school year

Strategic Plan Goal Area			
Guiding Questions	Action Step 1 What the administration, teachers, or students will do.	Action Step 2 What the administration, teachers, or students will do.	Action Step 3 What the administration, teachers, or students will do.
List Action Steps: What will the teachers and students do?	Identify at risk students and students approaching the next level through grade, behavioral data, SGP's and staff referrals and provide tiered instruction such as check in check out, remediation, and MTSS.	Opportunities for online credits for accelerated learning and credit recovery.	Implementation and design of in-class and whole school (300) remediation and recovery based on data from PLC common formative and summative assessments to assist with retention and mastery of the standards.
Process and Timeframe: What needs to happen and when to successfully execute the action step?	List will be created from the Paulding insights dashboard and previously identified MTSS students. Students will go through the MTSS process with fidelity to	Off-track Juniors and Seniors will meet with counselors to discuss online options and design an instructional plan in which students can work towards their cohort.	Teachers will implement differentiated instructional strategies to support students that have not met minimum expectations on standards-based assessments.

	support intervention and instructional and/or behavior supports.		
Professional Learning: Who needs which PL and when tied to the action step?			
Person Responsible: Who will collect the data? Who will arrange/deliver PL?	Tameka Weeks	Counselors and Administration	Teachers
Implementation Monitoring: What evidence shows you are implementing the action step?	MTSS case managers will have attendance, grade and behavioral data that supports or fails to support interventions listed in the platform.	Enrollment in online courses will increase based on students that are off-track. Counselors will check progress grades and communicate with admin to schedule instructional meetings	Teachers will prepare differentiated lessons to support student progress based on common assessment scores below expectations. Teachers will show increased grades based on understandings of remediation hr.
Effectiveness Monitoring Measure: What data are you using to monitor progress to your goal? (assessment, survey, checklist, observation form)	We will review 9 wks grading as well as disciplinary referrals for MTSS students based on academics or behaviors.	Semester grades will be reviewed to ensure opportunities are granted to students that can take advantage of online access.	Teachers will review grades bi-monthly from the common assessment prior and after remediation to gauge progress.

Effectiveness Monitoring Mid-1st Semester – What impact is your action step having on progress towards your goal?	Measure: Baseline: Projection:	Measure: Baseline: Projection:	Measure: Baseline: Projection:
Are there course corrections that need to be made? What additional data do we need? (complete 1st Semester – impact check)	Outcomes:	Outcomes:	Outcomes:
Effectiveness Monitoring Mid-2nd Semester – What impact is your action step having on progress towards your goal?	Measure: Data: Projection:	Measure: Data: Projection:	Measure: Data: Projection:
Are there course corrections that need to be made? What additional data do we need? (complete 2nd Semester – impact check)	Outcomes:	Outcomes:	Outcomes:

South Paulding High School Improvement Action Plan
Accountability Goal 3: Improvement Action Plan

SMART Goal: Decrease behaviors that lead to loss of instructional time during the 2026/2027 school year

Strategic Plan Goal Area		
Guiding Questions	Action Step 1 What the administration, teachers, or students will do.	Action Step 2 What the administration, teachers, or students will do.
List Action Steps: What will the teachers and students do?	Identify students that are meeting behavioral expectations and find creative ways to acknowledge them through PBIS such as monthly incentives, drawings, and opportunities for extracurricular activities.	Collaborate with PBIS and MTSS team to implement support and interventions such as check and connect, mentoring, counseling, behavioral meetings and engagement to minimize negative behaviors.
Process and Timeframe: What needs to happen and when to successfully execute the action step?	Staff will make an asserted effort that will be tracked and monitored to provide students with reward SHIELDS and grade level winners will receive incentives once a month.	Students will go through the MTSS process with fidelity to support intervention and instructional and/or behavior supports.

Professional Learning: Who needs which PL and when tied to the action step?		
Person Responsible: Who will collect the data? Who will arrange/deliver PL?	Administration	Teachers and Administration
Implementation Monitoring: What evidence shows you are implementing the action step?	We will maintain a spreadsheet that tracks teacher shields distributed and department shield distributed. Teachers, Departments, and student will receive incentives Monthly.	MTSS case managers will have attendance, grade and behavioral data that supports or fails to support interventions listed in the platform.
Effectiveness Monitoring Measure: What data are you using to monitor progress to your goal? (assessment, survey, checklist, observation form)	Review of disciplinary referrals with Level I and II incivility and inappropriate behavior offenses to recalibrate consistency and effectiveness.	We will work with case managers regarding documented behavior referrals.
Effectiveness Monitoring Mid-1st Semester – What impact is your action step having on progress towards your goal?	Measure: Baseline: Projection:	Measure: Baseline: Projection:
Are there course corrections that need to be made? What additional data do we need? (complete 1st Semester – impact check)	Outcomes:	Outcomes:

Effectiveness Monitoring Mid-2nd Semester – What impact is your action step having on progress towards your goal?	Measure: Data: Projection:	Measure: Data: Projection:
Are there course corrections that need to be made? What additional data do we need? (complete 2nd Semester – impact check)	Outcomes:	Outcomes: