

Thomas County Schools Parent Advisory Council



**Title I Parent Involvement Workshop
September 23, 2026**

System Updates



Dr. Lisa Williams Superintendent
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Strategic Improvement Planning

A Continuous Improvement Model



CONTINUOUS IMPROVEMENT MODEL

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GSBA

- **WHO ARE WE?**
Beliefs, Mission, Vision
- **WHERE ARE WE NOW?**
Performance Data, Financial Data
Stakeholder Input, SWOT Analysis, other
- **WHERE DO WE WANT TO GO?**
Strategic Goal Areas
Strategic Priorities
- **HOW WILL WE KNOW WE HAVE ARRIVED?**
Performance Objectives
Measures & Targets
- **HOW DO WE PLAN TO GET THERE?**
Initiatives
Action Plans

State Parent Advisory Council

- New Nominee Rachael Lackey
- No timeline from state selection committee
- 3 meetings each year, Fall, Winter and Spring
- 25-26 State Focus: Reducing Student Absenteeism

Special Education Update

Cristie Gilliard, Director of Special Education

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Dr. Yvette Morrell, Special Education Coordinator

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Specifically Designed Instruction

What

is SDI?

SDI is systematic, purposefully planned instruction to meet an individual's unique learning needs. It is the only element mandated for all students receiving services through IDEA.

Why

is it important?

SDI ensures students' access to general curriculum so that they can meet the educational standards.

How

do we choose?

SDI is selected based on the student's disability/disorder and the impact it has on their academic, behavioral, communication, health, functional, and transitional needs.

Specifically Designed Instruction

Content

What is taught to allow the student to access general education programming.

- Focusing on Prerequisite Skills
- Tiered Concepts
- Concrete Examples

Methodology

How the instruction is delivered or the practices and approach the teacher uses to teach.

- Explicit Instruction
- Multi-Sensory Methods
- Social/Behavioral Scripts

Delivery

Who, where, and when the instruction is delivered.

- Intensity and Pacing
- Pre-Teaching & Re-Teaching
- Co-Teaching Models

System Updates



District Improvement Plan

Bob Dechman, Assistant Superintendent for Federal Programs
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Goal 1: Improve student proficiency in every content area

Use instructional resources to maximize student learning	Update Digital learning resources	Use data to provide individualized instruction
Employ class-size reduction teachers and interventionists to allow opportunities for flexible grouping	Admin, Instructional Coaches, and teacher leaders monitor improvement initiatives and adjust throughout the year	All staff participate in evidence based professional learning
Designate PICS to conduct family engagement workshops. Hire parent mentor in SPED dept.		

System Updates

Spring 2026 Milestone scores results:

Exceeded the RESA passing rate in:

3rd grade Math

4th grade Math

7th grade Math

8th grade Math

8th grade Social Studies

Biology

****Milestones ELA was a new test this term, and the state is still establishing performance bands. Score reports expected November 2026.**

Goal 2: Improve the quality & quantity of on-task instructional time for all students

Teachers will implement classroom management protocols. Character Strong implemented PK-5th grade	Update school specific MTSS procedures and implement a progress monitoring calendar to address academic and behavioral issues.	Administrators monitor and identify root causes of student behaviors
Engage families in disciplinary interventions. Provide targeted workshops to reinforce positive climate	Enhance collaboration between guidance counselors and GAP staff. Provide mental health counseling and behavior management support.	Employ School-Based Health Care Liaison to transport students to the clinic
The system will evaluate safety measures and implement improvements.		

Goal 3: Improve the quality of instruction in all academic disciplines

Employ curriculum coordinator for Math	Continue New Teacher Induction and Peer mentoring program	Employ elementary instructional coaches and instructional coordinator at the Middle School
Promote acquisition of additional certification by existing staff (ESOL, Gifted, TAPP, LAPP, SPED, Dyslexia)	Ensure all instructional staff, including district and school admin, participate in ongoing Professional Learning	

Goal 4: Improve attendance in all grade levels

Implement district-wide attendance protocol	Schools will implement incentive programs to reward students meeting attendance expectations	Develop and implement engaging assignments that maximize student learning through direct, in-person teacher instruction and support
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School Updates

Hand-In-Hand Primary

- **Improve Student Achievement in Reading and Math**
 - Utilize Tier I, II, III math and reading interventions and progress monitoring tools
 - Implement universal screeners and review and track student data throughout the year.
 - Utilize Instructional Coach and Provide Professional Learning
 - Utilize Interventionist to support students below grade level
- **Provide a Supportive Learning Environment**
 - Improve Student Attendance
 - Supporting Social Emotional Skills
- **Provide Professional Learning to Support School Improvement Plan**
 - Curriculum
 - Behavior
 - Reviewing Data
- **Improve Parent Engagement and Communication**
 - Improve Communication via Seesaw, Social Media, Newsletters,
 - Host opportunities for families to be engaged throughout the year

Garrison Pilcher Elementary

- **Literacy**

- Data meetings every 6 weeks w/MTSS team-includes tracking all Tier 2 and Tier 3 students
- Implementing UFLI for Tier 1 whole group instruction
- Providing intentional Tier 1 differentiation during small group time using UFLI
- Encouraging writing across all subject areas
- Refining and Continuing WIN (What I Need?) which is a small group intervention time that is focused on students' needs using UFLI. Other groups focus on fluency and comprehension.
- Academic coaches and admin will conduct focus walks targeting specific academic areas to provide further support for teachers. District focus walks will be conducted as well.
- Use STAR, Core, and other screener data to inform instructional decisions.

- **Behavior**

- Implementation of Character Strong, shout-outs for students, school-wide behavior matrix
- Behavioral interventionist - support for Tier 2 and Tier 3 behavioral students and support for all teachers

- **Improve student and staff attendance**

- Follow district attendance protocol process
- Monthly perfect attendance incentives for staff members (blue jean passes, monthly drawings)
- Monthly perfect attendance incentives for students (Collectable keychain tags as well as end of the year drawing, ice cream party, Tablet and Headphones drawing)

Cross Creek Elementary

- **Increase the number of students who score proficient or better on the Georgia Milestones End of Grade Assessment in math by 3% by the end of the 2026-2027 school year. Increase the number of students who score proficient or better on the STAR Reading assessment in reading by 3% by the end of the 2026-2027 school year.**
 - Focus walks, frequent data meetings, WIN & Review, weekly collaborative planning, ongoing professional development, frequent curriculum team reviews
- **Cross Creek with reduce the number of students missing more than 10% of their enrolled days by 3% during the 2026-2027 school year.**
 - Follow district attendance process, highlighting attendance trends, collectable tags, monthly drawings
- **Implement a school-wide emotional care and support program (Character Strong) that includes healthy habits lessons and a school-wide guidance plan during the 2026-2027 school year.**
 - Character strong observations, promoting the CS conversations, Wiggle cars and Friday activity with the coaches

Thomas County Middle School

- **Improve student proficiency in every content area**
 - Use EIP/TOPS to reduce class size and address learning deficits
 - Provide additional support for students struggling in math by intentionally scheduling Tier 2 & Tier 3 intervention, TOPS Math in 6th/7th/8th, and offering after-school math tutoring to a targeted group of students
 - Continue implementation of HMH curriculum in ELA for alignment in Grades 5-12
- **Improve the learning environment, discipline, and attendance**
 - Counselors, GA Pines, Behavior interventionist provide student supports
 - Use of Smart Pass to limit unsupervised students in the hallway
 - Implemented HB 340 Distraction-Free Education Act to limit electronic devices
 - Administrators & Counselors holding SWARM Conferences
 - Implementing Character Strong program in 5th grade, providing a consistent language for school expectations.
- **Provide Professional Learning**
 - Professional Learning for ELA teachers on new HMH curriculum and new ELA Standards
 - Emphasis on Achievement Level Descriptor (ALDs) in Math
 - Implementation of GA LEADS teacher elevation model. Administrators, observers, and staff participate in professional learning surrounding this initiative.

Thomas County Central High School

- **Increase the number of students who both pass and score in the proficient/distinguished area on EOC Milestones by 3%.**
 - Schoolwide tutoring w/transportation
 - Focus on literacy
 - Cross curricular lessons
 - Software/Instructional Resources
 - MAP Assessments
- **Reduce the number of discipline referrals by 3% (986 in 25-26).**
 - Proactive measures TAA/MTSS
 - Counseling-1 counselor per grade
 - Incentive Cards
 - Exam Exemptions
- **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.**
 - Engaging Activities in the classroom
 - Increase monitoring/communication for at-risk students
 - Health/Wellness focus

Thomas County Central High School

- **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.**
 - Teacher leader opportunities
 - Peer Observations
 - Workshops/Conferences/Trainings
- **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.**
 - Stakeholder Communication
 - Social Media/PR
 - Parent Events

Thomas County Academy

Academics

- TCA will enhance Tier I instruction to improve student performance at the proficient and distinguished levels on EOG and EOC Milestones.

Professional Learning

- TCA will provide professional learning to increase teacher capacity for effective instruction.

College and Career Readiness

- TCA will increase the percentage of graduates that are ready to attend college, enter the military, or continue employment after completing a work-based learning program.

Behavior

- TCA 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.

Renaissance Center

Academics

- Increase the number of students reaching mastery in Edgenuity courses.

Behavior

- Reduce percentage of students engaging in off-task behaviors through motivational strategies and teaching behavioral expectations.

Supportive Learning Environment

- Ensure supportive/caring environment by providing mental/emotional support for students.

Professional Development

- Continue the use of smart technologies to organize and deliver course materials, instruction and communication, and offer opportunities to participate in embedded-professional learning.

Thank you for your support

