



District Improvement Plan 2023 - 2024



Thomas County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student proficiency in every content area
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Interruptions in learning arose from the COVID-19 Pandemic. Instruction was interrupted, and student performance has suffered. When compared to 2019 Milestone passing rates, Current passing rates have declined 2% in ELA, 1% in math, 4% in science and 4% in social studies. Other barriers to academic proficiency include homelessness, family transitions, family displacement due to residential changes during the school term, immigration, language barriers, absenteeism, mental health concerns, class disruptions, and or failure to complete assignments.
Root Cause # 2	Many students lack grade appropriate prerequisite skills, especially literacy and numeracy.
Root Cause # 3	Students and their families lack sufficient notice and motivation to be effectively engaged in the instructional process.
Root Cause # 4	Teachers need resources and professional learning to address student needs and to teach content with fidelity.
Root Cause # 5	Teachers struggle to personalize learning when students have different proficiency levels.
Goal	By the end of the 2023-2024 school year, the percent of students scoring at the proficient level or above on state assessments will increase by 3%.

Equity Gap

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

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

Equity Gap

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

Action Step # 1

Action Step	Teachers will utilize instructional resources (literacy instruction, use of data, flexible grouping, use of models, manipulatives, and real world problem-solving, band instruments, instructional assemblies and instructional fieldtrips) to maximize learning.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, Unit plans, and TKES observations
Method for Monitoring Effectiveness	Screener results, benchmark performance, student grades.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention?	No
---	----

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

Action Step # 2

Action Step	The district will provide updated digital learning resources (Science measurement tools, Chromebooks, software), infrastructure to support teaching and learning.
Funding Sources	Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Software usage reports, Mobilemind Professional learning reports.
Method for Monitoring Effectiveness	Screener results, benchmark performance, student grades.
Position/Role Responsible	Digital Learning/ Media Services Director
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention?	No
---	----

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

Action Step # 3

Action Step	The district will provide updated instructional materials and formative assessments (HMH Growth Measure, Scholastic, Bookworms, phonics kits), e-texts, periodicals, and other printed and digital materials.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES observations

Action Step # 3

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

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 4

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

Action Step # 4

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

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 5

Action Step	The district will employ class-size reduction teachers to allow opportunities for flexible grouping strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Class rosters, Principal Conferences, Mid year SIP review
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step # 6

Action Step # 6

Action Step	Hire intervention teachers to provide supplemental instruction.
Funding Sources	Title I, Part A Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Title I staff roster
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step # 7

Action Step	Administrators, instructional coaches and teacher leaders monitor improvement initiatives and make adjustments throughout the year.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observations, Mid year SIP review
Method for Monitoring Effectiveness	Screeener data, % of students performing at or above grade level.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 8

Action Step	Update school specific MTSS manuals. Provide professional learning for administrators to implement and monitor a Multi-Tiered System of Support.
Funding Sources	Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar, Implementation of MTSS at each school
Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	System MTSS coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step # 9

Action Step	Ensure all instructional staff participate in targeted, evidence-based professional learning appropriate to their instructional assignment.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Elementary and Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 9

Does this action step support the selected equity intervention?	Yes
---	-----

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

Action Step # 10

Action Step	Recruit teachers and administrators to fill system needs.
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	Recruiting expenses
Method for Monitoring Effectiveness	Monthly Personnel Reports
Position/Role Responsible	Assistant Superintendent for Administrative Services
Evidence Based Indicator	Moderate

Action Step # 10

Timeline for Implementation	Yearly
-----------------------------	--------

Does this action step support the selected equity intervention?	No
---	----

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

Action Step # 11

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

Action Step # 11

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

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the quality and quantity of on-task instructional time for all students
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Acting-out behaviors are referred to administration.
Root Cause # 2	Student needs for attention and academic support are unmet.
Root Cause # 3	Students engage in off-task behaviors.
Root Cause # 4	Students enter the grade without adequate academic proficiency, and exhibit characteristics of learning loss from the COVID 19 pandemic.
Root Cause # 5	Students exhibit unmet social and emotional needs.
Goal	Reduce disciplinary removals for in-school suspensions and out-of-school suspensions by 3% annually.

Action Step # 1

Action Step	Teachers will implement classroom behavior management protocols that include teaching behavior expectations for school. Administration will implement professional learning to provide teacher support with classroom management procedures.
Funding Sources	Title IV, Part A Title V, Part B 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	Classroom management plans submitted to school administration, Midyear SIP conferences
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Action Step # 1

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention?	No
---	----

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

Action Step # 2

Action Step	Develop and implement school specific MTSS procedures to address academic and behavioral issues.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS documentation

Action Step # 2

Method for Monitoring Effectiveness	Improved student discipline, Screener data, % of students performing at or above grade level.
Position/Role Responsible	System MTSS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 3

Action Step	Administrators implement monitoring practices and analyze data to target root causes of student behaviors.
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

Action Step # 3

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline Data monitoring practices, Midyear SIP review
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 4

Action Step # 4

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

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 5

Action Step	Update GAP procedures to enhance collaboration between school guidance counselors and GAP staff as they implement the comprehensive guidance plan. Contract with GAP for supplemental mental health counseling and evaluative services.
Funding Sources	Title I, Part A Title IV, Part A 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	Comprehensive guidance plan, Counselors evaluation instrument
Method for Monitoring Effectiveness	Screener data, % of students performing at or above grade level.
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

Action Step # 5

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

Action Step # 6

Action Step	Provide mental health counseling and behavior management support as needed.
Funding Sources	Title I, Part A Title IV, Part A 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	Schedule for contracted services
Method for Monitoring Effectiveness	Improved discipline, Screener data, % of students performing at or above grade level.
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Moderate

Action Step # 6

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention?	No
---	----

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

Action Step # 7

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

Action Step # 7

Timeline for Implementation	Yearly
-----------------------------	--------

Does this action step support the selected equity intervention?	No
---	----

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the quality of instruction across all academic disciplines.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	District instructional faculty has experienced turnover and transition.
Root Cause # 2	Faculty assigned to new roles or new to the district need support to fulfill job responsibilities effectively.
Root Cause # 3	Many students lack grade appropriate prerequisite skills, especially numeracy, content related literacy skills, and computational thinking. Student performance has been impacted by the COVID 19 pandemic interruption in instruction. When compared to 2019 Milestone passing rates, current passing rates have declined 2% in ELA, 1% in math, 4% in science and 4% in social studies.
Goal	By the end of the 2023-2024 school year, the percent of students scoring at the proficient level or above on state math assessments will increase by 3%.

Equity Gap

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

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

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

Timeline for Implementation Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	Yes
---	-----

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

Action Step # 2

Action Step	Continue New Teacher Induction and peer mentoring program to provide support for teachers in new job roles or that are new to the system. The district will provide a system induction lead coordinator for each school.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mentor logs and sign in sheets
Method for Monitoring Effectiveness	Georgia Milestones, universal screener data, passing class averages, and teacher perception surveys.
Position/Role Responsible	New Teacher Induction Coordinator
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
-----------------------------	-----------

Does this action step support the selected equity intervention?	Yes
---	-----

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

Action Step # 3

Action Step	Employ PK-1st grade and 2nd-4th grade instructional coaches, and instructional coordinators at TCMS and Bishop Hall Charter School to support curriculum initiatives.
Funding Sources	Title I, Part A Title I, Part A SIG 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	Quarterly reports of activities to LEA

Action Step # 3

Method for Monitoring Effectiveness	Georgia Milestones, and universal screener data.
Position/Role Responsible	Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step # 4

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

Action Step # 4

Subgroups	Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Completion of endorsement programs
Method for Monitoring Effectiveness	TKES/LKES, Georgia Milestones, class averages
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

Action Step # 5

Action Step	Ensure district and school administrators participate in ongoing professional learning by attending or participating in local, regional, and state training events or conferences in order to effectively complete job responsibilities.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A

Action Step # 5

Funding Sources	Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional leave requests
Method for Monitoring Effectiveness	LKES and staff evaluations
Position/Role Responsible	Elementary and Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

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

Coordination of Activities

	This policy is submitted to the local Board of Education for approval in June. The CLIP is to be submitted to the GADOE on or before June 30 each year.
--	---

Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>The district monitors student scheduling to ensure that low-income and minority students enrolled in Title I schools and or programs are not served at disproportionate rates by ineffective teachers, out of field teachers, and or inexperienced teachers. The district uses the Teacher Keys to evaluate instructional staff. During the 2022-2023 school term, zero teachers were rated as ineffective. The district has professional learning structures in place to support new, inexperienced, and out of field teachers. The New Teacher Induction program pairs teachers with veteran teachers for their first two years in the district to provide specific support for curriculum and instruction and school based procedures. Student schedules are examined to ensure that they are not placed with ineffective teachers, out of field teachers, and or inexperienced teachers for two consecutive years.</p>
---	---

Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>Within the Thomas County School System, there are several forms of data used to identify teacher and student needs, and to inform decisions related to professional development. These include Milestones data, screener data, classroom assessment data, teacher surveys, teacher feedback from professional learning sessions, classroom observations, and collaborative planning meetings. This data is used to design and modify instruction and assessments, and to plan for remediation and/or acceleration. Professional learning is designed based on observed needs (determined from teacher feedback, teacher surveys, and classroom observations).</p> <p>The district implements a New Teacher Induction program to support teachers new to the system or new to their assigned role. New teachers are assigned a veteran teacher to serve as their mentor to learn school based routines and expectations. For the first month, new teachers meet with their mentors weekly for the first month, and then monthly thereafter. The district hosts quarterly meetings to review topics such as instructional technology, student management, curriculum and instruction which includes planning and grading, preparing for standardized testing, and supporting students with unique needs (IEP, 504, gifted, ELL, etc.).</p> <p>There are district policies in place that provide sufficient time and resources to ensure professional learning is sustained, ongoing, and job-embedded. The</p>
--	---

Professional Growth Systems

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

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes
---	-----

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Thomas County School District waives for all teachers except those not allowed under Georgia State Board Rules. Even though certification is waived for all staff, the district endeavors to hire certified teachers and works toward having all teachers professionally certified by GaPSC.</p>
--	---

PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>All teachers of record (teachers who assign grades) must hold a professional, induction or provisional certificate or permit issued by the Georgia Professional Standards Commission in their assigned teaching field(s) OR hold a minimum of a bachelor's degree.</p> <p>In the unlikely event the district hires a staff member that does not meet the professional qualifications at the time of hire, the human resource specialist will compose a remediation plan that outlines steps to attain the required professional qualification.</p>
--	---

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Thomas County does not have a school currently identified as being in need of support (CSI or TSI). In the event one or more schools is identified by GADOE as a needs improvement school, the district will provide support with data analysis, curriculum revision, instructional supervision and monitoring. Targeted professional learning is provided to ameliorate identified areas of need. Federal funds, including Title IIA funds specifically, is prioritized to support the professional learning needs of teachers and administrators at the identified school.</p>
---	---

CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>Recognizing that career concepts must be tied to academic skills, all programs are required to integrate academic standards in their courses. High school teachers utilize the RACES or CSET format to guide the writing process. Teachers are also required to incorporate academic vocabulary and document all literacy and vocabulary activities in their lesson plans. Math and science concepts are integrated into instruction, and CTAE teachers work to provide examples of how math is used in the real world. All teachers are required to document at least two cross-curricular lessons in which an academic course standard is directly tied to an elective standard and collect evidence of student work. Skill attainment is assessed at the end of a pathway when students take an End-of-Pathway Assessment in order to earn an industry-recognized credential in their field of study.</p> <p>In addition to classroom-based instruction, all CTAE programs participate in their respective Career Technical Student Organizations. These organizations help teachers strengthen the academic and technical education components of their programs through integrated lessons and competitive event preparation.</p> <p>Employability skills are emphasized and developed across the curriculum in grades K-12. Topics such as work ethics, accuracy, doing one's best, following directions and task completion are discussed as teachable moments arise in daily instruction. At the elementary and middle school levels, students displaying good work ethics are recognized as Character Kids. CTAE activities are implemented in grades 5-12 and are supported through classroom guidance activities at other grades to help students develop employability skills. At the middle and high school levels, employability skills are specifically taught in CTAE courses and are also reinforced through monthly advisement sessions at the high school. Career interest lessons are supported by the school counseling department in grades 1-5, specifically through grade-level career fairs and in-class activities. School counselors also facilitate the use of YouScience and GCIS portal resources to develop career awareness.</p> <p>In collaboration with local workforce development boards, such as the</p>
---	--

CTAE Coordination

	<p>Chamber of Commerce and the Thomas County Development Authority, the district provides several opportunities for students to explore in-demand occupations. Events such as career fairs, job shadowing, industry tours, guest speakers and advisory committee meetings help instructors plan activities that are geared toward career skill development and attainment.</p> <p>The district employs a full-time Work-Based Learning (WBL) coordinator and two school-based WBL instructors. The coordinator conducts advisory committee meetings, attends Chamber of Commerce events, and is a part of the school system's Business and Education Exchange committee. She uses opportunities such as these to meet members of the business community and to establish connections for future site placements. During the year, the coordinator provides opportunities for students to interview for potential positions, explore careers with events like the career fair, job shadowing and industry tours, and evaluates student work by making site visits. Students have the opportunity to participate in Youth Apprenticeship, as well as paid and unpaid work-based learning experiences, tied to their career pathways for academic credit.</p>
--	--

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

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

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>In the spring, rising 9th grade students complete their individual graduation plans and tour the high school campus. Student groups are facilitated by student government representatives with the assistance of the school counseling staff. Open house events are offered to inform parents of available programming and advanced course work opportunities. In FY24, we plan to implement an elective fair at the middle school level to inform students of the array of class choices and career pathways available.</p> <p>High school students are informed of dual enrollment and AP courses during the spring academic advisory period. Open house events are hosted to inform parents about available programming and the steps required for student participation. College campus tours organized periodically by school counseling departments. College tours are organized by various programs. Business tours are also part of transition planning for students with disabilities. The special education department is focused on supporting middle and high school transitions by holding transition meetings as part of the IEP process. Special Ed teachers use YouScience and career counseling data to inform transition planning as they implement IEPs.</p>
--	--

Preschool Transition Plans

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

Title I, Part A - Targeted Assisted Schools Description

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

Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Grade-band schools serving students in grades K-8, and the locally sponsored charter school implement Title I school-wide programs. This alignment allows the district to implement instructional programs coherently throughout the system, though strategies may vary by school level. The Renaissance Center for Academic and Career Development implements a Title I targeted assistance program. Remediation, reinforcement, and readiness assistance are offered through intervention periods during the school day, after school programs and summer school sessions for students in grades K-8 who are at risk of failing ELA, reading or math. The coordination of services provided by federal funds affords each student a higher likelihood of success than would otherwise be possible. Instructional support is provided to raise student achievement, particularly in the areas of ELA and math. Services include:</p> <ul style="list-style-type: none"> ● Use of paraprofessionals to assist in classroom instruction. ● Reduced class sizes to improve student achievement in targeted grades and specific subjects by allowing for small group and more individualized instruction. ● Pullout services when appropriate. ● "Push-in" and "innovative" models where ESOL services are appropriate. ● Migrant services. ● Computer assisted instruction (Odysseyware). ● Accelerated Math and Reading. ● Core Academic Instruction. ● Professional learning focused on teacher needs to strengthen core academic instruction. <p>Credit recovery is offered for high school students through the use of OdysseyWare and Georgia Virtual School Credit Recovery and through summer school. Remediation, reinforcement, and readiness assistance are also offered to high school students during before and after school sessions. The high school will continue to use a seven period day. A wide array of career/technical programs are available to the high school students including agriculture, audio-video, automotive, business, computer science, early childhood, health science, JROTC, welding, and workforce ready through the</p>
--	---

Title I, Part A – Instructional Programs

	<p>PREP (Preparing for Relevant Economic Pursuits) Academy.</p> <p>Student progress is measured throughout the school year using benchmark assessments and universal screeners such as Acadience Reading, Acadience Math, and HMH Growth Measure. Data is collected and shared with parents in conferences and by way of the student profile sheet that is sent home quarterly. Student achievement is discussed during student-led conferences. Feedback is provided for students and parents through the use of progress reports, report cards, portfolio assessments, student work sent home to parents, Infinite Campus Parent Portal, and end of semester data sheets. All curriculum guides are correlated to GSE objectives. Textbooks are correlated to the state standards.</p> <p>QBE funds are used to fund the programs and staff required by QBE. In addition, federal funds will be used to supplement QBE funds in order to reduce class size, provide professional learning, and provide additional instructional materials. Funds from Title II A, Title III, Title IVA, and Title VB will be used to provide professional learning to teachers. Title I funds will be used in a supplementary manner to further reduce class size and to provide additional support services including digital learning specialists, academic coaches, and parent involvement coordinators. Schools also use Title I funds to purchase high-quality, evidence-based materials to supplement the materials supplied through local and QBE funding.</p> <p>EL students will be served using an innovative, push in, scheduled class, or pullout model based on student need. Two full time certified ESOL teachers are funded locally. Additionally, a third ESOL teacher works 1/2 day as the ESOL district coordinator and 1/2 day as an ESOL teacher. The system uses the Title III program to provide additional support to ESOL instructors and supplemental materials to EL students. Migrant students are also provided services by a paraprofessional and the Region 2 Migrant Education Agency. There is some overlap between ESOL and Migrant students, but services are coordinated to avoid duplications and ensure efficiency.</p> <p>The Thomas County School System does not have any schools for neglected or delinquent students. The Vashti Center is located within the Thomasville City School District. Despite not having any residential facilities that serve neglected or delinquent youth, we do have a strong Student Support Network. The student services coordinator implements the McKinney Vento homelessness grant program to provide support to students experiencing homelessness.</p>
--	---

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>The Thomas County Migrant program includes the most up-to-date version of the GADOE Occupational Survey in the district enrollment packet. Additionally, at the beginning of the school year, the newest version of the Occupational survey is sent out with back-to-school papers during the first week of school. The Enrollment Office sends completed surveys to the Migrant contact as new students register throughout the school year.</p> <p>Every year, the Migrant Program verifies that every enrolled student has an updated immunization record on file at the school. Immunization records are updated upon enrollment for students new to the district. When students move or change schools during the school year, it is reported to the regional office in Lenox. Immunization record data and departure data are then updated in MSIX.</p> <p>The Migrant Program uses MSIX to notify other school districts (in and out of state) that a Migrant student has just entered their school district. Thomas County uses MSIX to verify if a newly-transferred student was Migrant in a different district (in and out of state).</p>
---	---

Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification 	<p>The Thomas County Migrant Program enrolls 3 year-olds and preschool children in the 3 year-old/preschool program at Hand in Hand whenever possible. Should a parent choose not to participate or if the program is full, the 3 year old or Preschooler will be served according to the family's and the teacher's schedule, typically a one-hour session every month. Thomas County implements a tutoring program to support qualified MEP students during classroom instruction on a weekly basis. Tutoring is supplemented by offering after school support as well as summer enrichment programming to assist MEP students in achieving their full potential. Out of School Youth (OSY) and drop outs (DO) are served in English support activities or GED classes as requested, based on the youth's and the Migrant SSP's schedule. Thomas County is a CEP district, and provides universal free meals to all students during the school year. The Thomas County MEP promotes the YMCA</p>
--	--

Title I, Part C – Migrant Supplemental Support Services

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

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district’s proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity</p>	<p>Thomas County is pleased to report graduation rates for youth with IEP's has exceeded the state targets for the past three years. We are also proud to report that from FY20 to FY23, Thomas County has maintained a rate of positive post school outcomes at greater than 90%.</p> <p>Thomas County offers three transition programs to support our SWD- Project Search (PS), Project LIFE and Supported Dual Enrollment (SDE). Thomas County added Project LIFE 101 and 102 during the FY22 school term. Students with significant cognitive disabilities who require supportive employment assistance are the target group for Project LIFE.</p> <p>PS is a collaborative partnership with Archbold Medical Center, Vocational Rehabilitation (VR) and Thomasville City Schools. PS students complete three internship experiences during the school year at Archbold Medical Center. PS provides the job readiness skills our students need for employment. We are fortunate that several of the current supervisors in several hospital departments are former PS students.</p> <p>SDE is a partnership with our local technical college. SWD who are on track with their credits may take courses at the technical college during their senior year. We provide teacher support while the student is at the technical college. Many of our students earn certificates in programs such as cosmetology and welding.</p> <p>The transition coordinator also works with the coordinator of High School High Tech. We take our students on industry and college tours every year.</p> <p>Additionally, the transition specialist attempts to work closely with Vocational Rehabilitation (VR) staff to get our students added to their caseloads for additional supports. We are consistently working with VR and Easter Seals to provide additional trainings for our students- Driver's Ed, job readiness, and work based learning. Our Post-Secondary Survey data shows that more of our students are getting jobs and/or continuing their educational training.</p> <p>The Special Ed. Director meets with the transition specialists monthly to discuss needs and concerns. Thomas County's transition team, which includes the Special Ed. Director, meets with VR staff monthly in order to ensure smooth coordination of services. Special Ed. Director redelivers professional learning topics from GADOE and GLRS meetings that</p>
---	--

IDEA Performance Goals:

	<p>relate to transition and graduation rate. Regularly scheduled meetings throughout the year also include review of student academic schedules as they monitor progress toward graduation and plan for transition.</p> <p>Our transition specialist also beats the pavement to find job placements for our students. We don't always rely on the outside agencies. When we complete the Post-Secondary survey each year, we also diligently encourage our former students who are not employed to return to school or reach out to VR for additional support.</p> <p>We provide professional learning opportunities for teachers of SWD to attend GADOE, GLRS, MTSS, and Special Ed. conferences related to graduation rate and post-secondary outcomes. Our transition specialist completed the transition endorsement through Middle GA RESA.</p> <p>High school case managers work with their SWD to encourage them to not only take CTAE courses, but also to complete a career pathway while in high school. Teachers of SWD work closely with guidance counselors to review individual student graduation plans. Counselors discuss student results of YouScience aptitude assessments with students as they plan for graduation and CTAE courses. We also have procedures in place for teachers to monitor grades and intervene earlier when students are failing a course so that we can decrease the number of SWD who fail a course. We are working to provide professional learning for teachers on specialized instruction; targeting inclusion and resource teachers. The curriculum department regularly includes Special Ed. teachers in ongoing content related professional learning and vertical alignment planning events during the school year and the summer term.</p> <p>A goal for FY24 is for the transition specialist to meet with all families of our students on an access curriculum in grades 8-12 to review transition options and develop an individualized plan for transition for each student.</p>

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

IDEA Performance Goals:

<p>support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>We provide as much support as the student needs. Sometimes we consult and other times we encourage parents to make a referral.</p> <p>The Special Education Director meets with the pre-school coordinator and Hand-in-Hand Primary Principal on a regular basis to make sure our students' needs are being met. The Special Education Coordinator also meets with the Head Start Director to ensure continuity of services.</p> <p>The Special Education Coordinator provides training to local daycares and community pre-school sites on a variety of topics each year. We make sure our community members know how to make referrals and get support for our students in need.</p> <p>We also provide professional learning opportunities for our teachers of SWD to attend conferences related to the social and emotional growth of pre-school aged students.</p> <p>Our pre-k parents are invited to any training our department offers including transition. Some of the trainings are school based and some come from our department. Thomas County uses a variety of screeners such as checklists and norm-referenced assessments. We advertise regularly in the community. We also provide Child Find brochures that are placed around our community. We communicate and provide information on a regular basis to our community stakeholders such as doctor's offices, pre-school programs and daycares.</p> <p>We are constantly working to increase the number of preschool SWD served in a regular classroom by having a continuum of placements available. Some students benefit from additional time in pre-k to work on readiness skills.</p> <p>We also work with our LAGA partners to provide instruction and support to parents of children ages birth to 5 in our district.</p>
--	--

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

IDEA Performance Goals:

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

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely</p>	<p>We revise our Policies and Procedures manual annually based on state, federal and local policies. All of the LEAD special education teachers and district office staff work together each summer to update it based on any changes from the federal or state government.</p> <p>The Special Education Director attends trainings from GADOE whenever they are offered and redelivers the information at the monthly LEAD meetings, special education department meetings, and administrative meetings.</p> <p>We will continue our new teacher induction program to support and train our new teachers on policies/procedures and writing compliant IEPs. All new</p>
---	--

IDEA Performance Goals:

<p>and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>teachers are also provided with a mentor teacher who can assist them with compliance requirements. Assistance is also offered to new teachers from LEAD teachers and Special Education Coordinators. The district will continue the supervision and monitoring of our policies and procedures by using GO-IEP. Reports are pulled on a weekly and monthly basis to plan ahead and check for compliance. When teachers are out of compliance, there are different levels of support, including an email, a visit from the coordinator, or attending a required technical assistance session offered monthly.</p>
--	--

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need 1, Action step 1. Fieldtrips. Continuing. Field trips to the Coastal Marine Lab, and Cheehaw Park and Aunt Louise's Farm for preschool students and a local history field trip for 8th grade Georgia History students. Students will demonstrate 5% or more improved mastery on pre-post test measures.</p> <p>Overarching Need 1, Action step 1. Fine Arts Performances. Continuing. Performances and interactions will be implemented with our 2 elementary schools 4 times in the school year. Students will demonstrate 5% or more improved mastery on pre-post test measures.</p> <p>Overarching Need 1, Action step 1. Band instruments. Continuing. We intend to purchase band instruments that will increase the opportunity for more students to participate in Fine Arts instruction. The intended outcome of additional band instruments is an increase in the number of students scheduled in fine arts classes.</p> <p>Overarching Need 1, Action step 1. Technology resources. Continuing. Provide computer science resources to the elementary school allowing students to develop interest and proficiency in a career pathway offered at the middle and high school level. Students will demonstrate 5% or more improved mastery on pre-post test measures.</p> <p>Overarching need 1, Action step 4. Use of Data PL. Continuing. Teachers will participate in professional learning to acquire strategies for making data-based flexible groups and providing targeted instruction to maximize student learning. School-level screening data will reflect increased grade level proficiency as a result of the flexible grouping strategies.</p>
---	--

<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need 3, Action step 5. GEMA safety conference. Continuing. Pay registration fees and travel expenses for school administrators to participate in the annual Georgia Emergency Management Association safety conference. The intended outcome is an updated annual safety plan and keep schools functioning safely.</p> <p>Overarching Need 2, Action step 1 & 2. Behavior management PL. Continuing, Teachers, counselors and administrators will participate in professional learning in the areas of conscious discipline, classroom management, and communication. School-level data will remain the same or show a reduction in class removals for ISS or OSS.</p> <p>Overarching Need 2, Action step 7. SBHCL. Continuing. Employ a School-Based Health Care Liaison to facilitate transportation to connect students with timely health care services at the school-based health clinic. Students will have greater than 50% return to school rate following service at</p>
--	--

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

	<p>the school-based health clinic. Overarching Need 2, Action step 5 & 6. Contracted Mental Health Services. Continuing. Contract with Georgia Pines for mental health counselors to be assigned to schools and provide counseling and referral services. School-level discipline data will reflect consistent or reduced rate of behavior infractions, based on the availability of mental health services.</p>
--	---

<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need 1, Action step 9. ET stipends. Continuing. Teachers will be allowed to refine their training on effective uses of technology in the classroom by completing online training modules and passing the Google Certification test. Training will also include attendance of the GAETC conference held in the fall of 2023. School-level screening data will reflect increased grade level proficiency as a result of the incorporation of instructional technology in lessons.</p>
--	--

<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Thomas County does not intend to use Title IV funds to make infrastructure purchases in FY24.</p>
---	--

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective, Maintain Activities/Strategies.</p>
---	--

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>The data variable for this indicator is student achievement on State required testing, and the equity intervention is the provision of targeted professional learning.</p> <p>The district implemented a comprehensive professional learning calendar for all staff to receive training and ongoing support in their content areas (Equity Gap 1). Professional Learning focused heavily on analysis of common assessment data and the use of data to inform instructional changes. Milestone data for EOG and EOC courses show the positive impact this professional learning has had on student achievement. In 2023, ELA performance improved in grades 3, 5, 7, and 8; Math performance improved in grades 3, 6, 7, 8 and Algebra 1; Science and social studies passing rates declined.</p> <p>Despite mixed results, the district considers this to be an effective strategy, and intends to continue to implement this strategy in the coming school term to address Equity Gap 1.</p>
---	---

<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective, Maintain Activities/Strategies.</p>
---	--

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity GAP 2 is student achievement and support the retention of effective teachers and effective school leaders. The data variable for this indicator is teacher retention rate, and the equity intervention is the provision of professional learning by way of the new teacher induction program and funding of a 50% curriculum coordinator.</p> <p>The support provided by the New teacher induction program and the curriculum coordinator has resulted in improved teacher retention rates. In FY22 the teacher retention was 92% and in FY23 it improved to 95%. The district considers this to be an effective strategy, and intends to continue to implement this strategy in the coming school term to address Equity Gap 2.</p>
---	--

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No Participating Private Schools
Title II, Part A	No Participating Private Schools
Title III, Part A	No Participating Private Schools
Title IV, Part A	No Participating Private Schools
Title IV, Part B	No Participating Private Schools
Title I, Part C	No Participating Private Schools
IDEA 611 and 619	No Participating Private Schools