



District Improvement Plan 2026 - 2027



Discovery Regional High School

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Discovery Regional High School
Team Lead	Dr. Christina Sneed
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (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:	Title IV, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☐	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☒	Other (if selected, please describe below)The "State Completion School Poverty Rate Formula" was used to determine the poverty number for Discovery Regional High.

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	Supportive Learning Environment systems are not yet fully implemented with fidelity. There is a need for stronger academic coaching systems and wraparound services.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	Discovery Regional will improve student success by providing a supportive learning environment that increases access to academic support, strengthens social-emotional development, removes barriers to learning, and expands community partnerships to enhance overall student achievement, attendance, and engagement throughout the school year.

Action Step # 1

Action Step	Academic Coaching and Monitoring - DRHS will implement a comprehensive academic coaching and progress monitoring system to increase student engagement, credit attainment, course completion, and graduation rates. Student Success Coaches, school counselors, teachers, and administrators will collaborate to monitor each student's academic progress, attendance, course completion, graduation requirements, and identified barriers to success. Students demonstrating academic, attendance, or behavioral concerns will receive timely interventions, individualized support plans, mentoring, tutoring, and referrals to appropriate academic and community resources. Progress monitoring meetings will occur regularly to review student data, adjust interventions, and ensure students remain on track for graduation.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through weekly academic coaching logs, attendance reports, student progress-monitoring meetings, intervention documentation, tutoring participation records, credit accrual reports, graduation tracking reports, and administrative reviews of coaching activities. Leadership will conduct monthly reviews to ensure that interventions are implemented consistently across all instructional sites.
Method for Monitoring Effectiveness	Effectiveness will be measured through improvements in attendance, course completion, credit attainment, graduation progress, student engagement, academic performance, graduation rates, and reductions in course failures. Student progress data will be reviewed monthly to evaluate the effectiveness of interventions and guide continuous improvement efforts.
Position/Role Responsible	Student Services Coordinator Student Success Coaches

Action Step # 1

Position/Role Responsible	School Counselors Site Directors Teachers Special Education Director (for students with disabilities) Federal Programs
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?

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)?	DRHS will collaborate with participating school districts, Coastal Plains RESA, the Georgia Vocational Rehabilitation Agency (GVRA), local technical colleges, postsecondary institutions, workforce development organizations, tutoring providers, mental health agencies, and community-based organizations to provide academic support, transition services, mentoring, career planning, and additional resources that promote student success and graduation.
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Action Step # 2

Action Step	Barriers to Learning (Transportation, Food, Basic Needs, and Student Support Services)-DRHS will implement a coordinated system to identify and address non-academic barriers that interfere with student attendance, engagement, academic progress, and graduation. Through collaboration among student success coaches, school counselors, site directors, teachers, families, and community agencies, students will be connected with resources that address transportation, food insecurity, housing instability, mental health needs, employment conflicts, childcare, healthcare, and other factors affecting school success. Individualized intervention plans and referrals will be provided to support
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Action Step # 2

Action Step	student persistence and improve graduation outcomes. (identification, intervention, referral, follow-up, and measurable outcomes)
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through student needs assessments, referral logs, student success coach documentation, case management records, attendance reviews, intervention plans, records of community agency referrals, follow-up contacts with families, and monthly leadership team reviews. Site directors and student success coaches will monitor intervention completion and ensure that students receive appropriate support services.
Method for Monitoring Effectiveness	Effectiveness will be evaluated by monitoring improvements in attendance, chronic absenteeism, course completion, credit accrual, graduation progress, student engagement, and reductions in identified barriers to learning. Student, family, and staff feedback, along with referral outcomes and participation data, will be reviewed quarterly to determine the effectiveness of support services and guide continuous improvement.
Position/Role Responsible	Student Services Coordinator Student Success Coaches School Counselors Site Directors Special Education Director (for students receiving IDEA services) Federal Programs Director
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	DRHS will collaborate with community-based organizations, local school districts, food assistance programs, mental health providers, healthcare agencies, family resource organizations, housing and homeless assistance agencies, workforce development partners, faith-based organizations, and regional social service agencies to provide wraparound services that address barriers affecting student success. The district will also partner with the Georgia Vocational Rehabilitation Agency (GVRA), local workforce agencies, and community organizations to support transition planning, employment readiness, and access to additional family resources.
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Action Step # 3

Action Step	Community Partnerships - DRHS will establish and strengthen partnerships with local businesses, community agencies, postsecondary institutions, workforce development organizations, and nonprofit agencies to expand academic, social-emotional, career, and transition support for students. Partnerships will provide students with access to mentoring, mental health resources, career exploration, workforce readiness experiences, postsecondary transition services, and community resources that reduce barriers to school completion and improve graduation outcomes.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through partnership agreements, meeting agendas and minutes, documentation of services provided, records of student participation, transition activities, career exploration events, mentoring activities, referral logs, and quarterly reviews conducted by district and school leadership. Partnership activities will be reviewed throughout the school year to ensure that services align with identified student needs.
Method for Monitoring Effectiveness	Effectiveness will be measured through analyses of student participation rates, attendance, credit accrual, graduation progress, postsecondary transition outcomes, student and family survey results, referral completion rates, and stakeholder feedback. Leadership teams will periodically review data to evaluate the impact of community partnerships on student engagement, school completion, and postsecondary readiness.
Position/Role Responsible	Student Services Coordinator School Counselors Site Directors Student Success Coaches Special Education Director (for transition partnerships) Federal Programs Director
Evidence Based Indicator	

Action Step # 3

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?

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)?	Discovery Regional High School will collaborate with regional employers, business and industry partners, technical colleges, universities, community-based organizations, mental health providers, workforce development agencies, and the Georgia Vocational Rehabilitation Agency (GVRA) to provide mentoring, career exploration, work-based learning opportunities, transition services, postsecondary planning, employment readiness training, and wraparound supports. Additional partnerships with local social service agencies, family resource organizations, and community nonprofits will help address barriers related to attendance, transportation, mental health, housing instability, food insecurity, and other factors that affect student success and graduation. (Increase attendance, Improve graduation rates, Strengthen postsecondary transition., Expand career readiness, Reduce non-academic barriers, Improve student engagement)
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Action Step # 4

Action Step	SEL (Social-Emotional Learning) - DRHS will strengthen implementation of a comprehensive social-emotional learning support system to address academic, behavioral, attendance, and personal barriers that affect student success and graduation outcomes. Through collaboration among administrators, school counselors, student success coaches, teachers, special education staff, and community partners, students will receive targeted supports focused on self-awareness, self-management, responsible decision-making, relationship skills, resilience, and connection to school. Student success coaches will monitor student engagement, attendance, academic progress, and individual barriers, and provide mentoring, check-ins, and referrals to appropriate supports. Staff will receive professional learning on recognizing student needs, implementing supportive classroom practices, trauma-informed strategies, and connecting students with available resources
Funding Sources	Title I, Part A IDEA

Action Step # 4

Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	DRHS will monitor implementation through documentation of student support activities, student success coach logs, attendance reports, student progress reviews, staff participation records from professional learning sessions, and administrative reviews of SEL practices across sites. Leadership will regularly review data to ensure consistent student supports and identify areas needing additional assistance.
Method for Monitoring Effectiveness	Effectiveness will be monitored through student attendance, course completion, credit attainment, graduation progress, disciplinary data, engagement data, climate survey results, and feedback from students, families, and staff. Leadership teams will review the data to determine whether SEL supports improve engagement, reduce barriers to learning, and increase successful completion outcomes.
Position/Role Responsible	Student Services Coordinator Special Education Director Counselors Student Success Coaches Site Directors Teachers Federal Programs
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	DRHS will continue to develop and strengthen partnerships with community-based organizations, mental health providers, workforce development agencies, and postsecondary/community resources to provide additional support for students. Partnerships will focus on mental health services, career exploration, employment readiness, mentoring, and resources that address barriers affecting student success. DRHS will collaborate with agencies such as the Georgia Vocational Rehabilitation Agency (GVRA), local community service providers, and regional educational partners to support student transition and postsecondary
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Action Step # 4

	success.
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Community partnerships not yet fully formalized or systematized. Focus specifically on formalizing partnerships and increasing stakeholder engagement.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	Family and Community Engagement - Discovery Regional High School will establish and implement a systematic community partnership framework that increases collaboration with local businesses, postsecondary institutions, workforce agencies, and community organizations to expand academic, career, transition, and student support opportunities, with at least 80% of identified partnerships formalized through documented agreements, annual partnership activities, and ongoing evaluation.

Action Step # 1

Action Step	Identify and prioritize community organizations, businesses, colleges, and agencies aligned to student needs.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation	*Quarterly review of partnership activities. *Monitoring of partnership meeting attendance. *Documentation of completed partnership events. *Annual review of signed partnership agreements. *Maintain partnership inventory
Method for Monitoring Effectiveness	*Number of active formal partnerships. - Student participation rates in partnership-sponsored activities. *Student, staff, and partner survey results. *Increases in work-based learning, dual enrollment, career exploration, and transition opportunities.
Position/Role Responsible	Graduation Coach Special Education Director School Counselors Student Support Coordinator Student Success Coaches Site Directors Federal Programs
Evidence Based Indicator	

Action Step # 1

Timeline for Implementation	Others :
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Does this action step support the selected equity intervention?

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)?	Discovery Regional High School currently collaborates with several community-based organizations, postsecondary institutions, and regional partners to support student achievement, career readiness, transition planning, and wraparound services. These partnerships provide students with access to academic support, career exploration, employability skill development, mentoring, and resources that address the unique needs of nontraditional learners. Current and developing partnerships include collaboration with local and regional technical colleges and institutions of higher education to promote postsecondary awareness, career pathways, dual-enrollment opportunities, and transition planning. Discovery also works with community organizations and service providers that support student needs through counseling, social-emotional support, family assistance, and access to community resources. DRH continues to strengthen relationships with local businesses, employers, and workforce development organizations to expand career exploration opportunities, workplace-readiness experiences, job shadowing, internships, and employment pathways that align with student interests and regional workforce needs. As part of the school improvement process, Discovery Regional High School will continue to identify, evaluate, and formalize additional partnerships through documented agreements, defined roles and responsibilities, and ongoing communication. DRH will monitor partnership effectiveness through participation data, stakeholder feedback, student outcomes, and annual reviews to ensure that partnerships directly support student success and postsecondary readiness.
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Action Step # 2

Action Step	Provide students with career exploration, guest speakers, college visits, workforce development, and mentoring opportunities.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Family and Community Engagement

Action Step # 2

Method for Monitoring Implementation	*Partnership evaluation surveys and annual reports *Review of partnership activities. *Monitoring of partnership meeting attendance. *Documentation of completed partnership events. *Event calendars, participation logs *Annual review of signed partnership agreements.
Method for Monitoring Effectiveness	*Number of active formal partnerships. - Student participation rates in partnership-sponsored activities. *Student, staff, and partner survey results. *Increases in work-based learning, dual enrollment, career exploration, and transition opportunities.
Position/Role Responsible	- Graduation Coach - Special Education Director - School Counselors - Student Support Coordinator - Student Success Coaches - Federal Programs
Evidence Based Indicator	

Timeline for Implementation

Others : August 2026 – June 2027 - ongoing monitoring throughout the school year

Does this action step support the selected equity intervention?

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)?	Discovery Regional High School currently collaborates with several community-based organizations, postsecondary institutions, and regional partners to support student achievement, career readiness, transition planning, and wraparound services. These partnerships provide students with access to academic support, career exploration, employability skill development, mentoring, and resources that address the unique needs of nontraditional learners. Current and developing partnerships include collaboration with local and regional technical colleges and institutions of higher education to promote postsecondary awareness, career pathways, dual-enrollment opportunities, and transition planning. Discovery also works with community organizations and service providers that support student needs through counseling, social-emotional support, family assistance, and access to community resources.
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Action Step # 2

	DRH continues to strengthen relationships with local businesses, employers, and workforce development organizations to expand career exploration opportunities, workplace-readiness experiences, job shadowing, internships, and employment pathways that align with student interests and regional workforce needs. As part of the school improvement process, Discovery Regional High School will continue to identify, evaluate, and formalize additional partnerships through documented agreements, defined roles and responsibilities, and ongoing communication. DRH will monitor partnership effectiveness through participation data, stakeholder feedback, student outcomes, and annual reviews to ensure that partnerships directly support student success and postsecondary readiness.
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Action Step # 3

Action Step	Schedule quarterly partnership meetings to coordinate services and opportunities.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation	*Meeting agendas and minutes *Partnership evaluation surveys and annual reports *Review of partnership activities
Method for Monitoring Effectiveness	*Number of active formal partnerships. Student participation rates in partnership-sponsored activities. *Student, staff, and partner survey results. *Increases in work-based learning, dual enrollment, career exploration, and transition opportunities.
Position/Role Responsible	Graduation Coach Special Education Director School Counselors Student Support Coordinator Student Success Coaches Site Directors Federal Programs
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Action Step # 3

Does this action step support the selected equity intervention?	
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Discovery Regional High School currently collaborates with several community-based organizations, postsecondary institutions, and regional partners to support student achievement, career readiness, transition planning, and wraparound services. These partnerships provide students with access to academic support, career exploration, employability skill development, mentoring, and resources that address the unique needs of nontraditional learners. Current and developing partnerships include collaboration with local and regional technical colleges and institutions of higher education to promote postsecondary awareness, career pathways, dual-enrollment opportunities, and transition planning. Discovery also works with community organizations and service providers that support student needs through counseling, social-emotional support, family assistance, and access to community resources. DRH continues to strengthen relationships with local businesses, employers, and workforce development organizations to expand career exploration opportunities, workplace-readiness experiences, job shadowing, internships, and employment pathways that align with student interests and regional workforce needs. As part of the school improvement process, Discovery Regional High School will continue to identify, evaluate, and formalize additional partnerships through documented agreements, defined roles and responsibilities, and ongoing communication. DRH will monitor partnership effectiveness through participation data, stakeholder feedback, student outcomes, and annual reviews to ensure that partnerships directly support student success and postsecondary readiness.
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Action Step # 4

Action Step	Develop formal partnership agreements (MOUs or partnership commitments).
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation	*Review of partnership activities. *Monitoring of partnership meeting attendance. *Documentation of completed partnership events. *Annual review of signed partnership agreements.
Method for Monitoring Effectiveness	*Signed MOUs *Student, staff, and partner survey results. *Increases in work-based learning, dual enrollment, career exploration, and transition opportunities.

Action Step # 4

Position/Role Responsible	Graduation Coach Special Education Director School Counselors Student Support Coordinator Student Success Coaches Site Directors Federal Programs
Evidence Based Indicator	

Timeline for Implementation Others : August 2026 – June 2027 - ongoing monitoring throughout the school year

Does this action step support the selected equity intervention?

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)?	Discovery Regional High School currently collaborates with several community-based organizations, postsecondary institutions, and regional partners to support student achievement, career readiness, transition planning, and wraparound services. These partnerships provide students with access to academic support, career exploration, employability skill development, mentoring, and resources that address the unique needs of nontraditional learners. Current and developing partnerships include collaboration with local and regional technical colleges and institutions of higher education to promote postsecondary awareness, career pathways, dual-enrollment opportunities, and transition planning. Discovery also works with community organizations and service providers that support student needs through counseling, social-emotional support, family assistance, and access to community resources. DRH continues to strengthen relationships with local businesses, employers, and workforce development organizations to expand career exploration opportunities, workplace-readiness experiences, job shadowing, internships, and employment pathways that align with student interests and regional workforce needs. As part of the school improvement process, Discovery Regional High School will continue to identify, evaluate, and formalize additional partnerships through documented agreements, defined roles and responsibilities, and ongoing communication. DRH will monitor partnership effectiveness through participation data, stakeholder feedback, student outcomes, and annual reviews to ensure that partnerships directly support student success and postsecondary readiness.
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Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Discovery Regional High School currently collaborates with several community-based organizations, postsecondary institutions, and regional partners to support student achievement, career readiness, transition planning, and wraparound services. These partnerships provide students with access to academic support, career exploration, employability skill development, mentoring, and resources that address the unique needs of nontraditional learners. Current and developing partnerships include collaboration with local and regional technical colleges and institutions of higher education to promote postsecondary awareness, career pathways, dual-enrollment opportunities, and transition planning. Discovery also works with community organizations and service providers that support student needs through counseling, social-emotional support, family assistance, and access to community resources. DRH continues to strengthen relationships with local businesses, employers, and workforce development organizations to expand career exploration opportunities, workplace-readiness experiences, job shadowing, internships, and employment pathways that align with student interests and regional workforce needs. As part of the school improvement process, Discovery Regional High School will continue to identify, evaluate, and formalize additional partnerships through documented agreements, defined roles and responsibilities, and ongoing communication. DRH will monitor partnership effectiveness through participation data, stakeholder feedback, student outcomes, and annual reviews to ensure that partnerships directly support student success and postsecondary readiness.
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	No systematic process for consistent, data-driven instructional cycles and PLC practices, limiting collaboration, instructional alignment, and timely adjustments to improve student outcomes.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	Discovery Regional High School will strengthen instructional coherence by implementing consistent data-driven instructional cycles and collaborative Professional Learning Communities (PLCs) that utilize multiple sources of student data to improve instructional practices, monitor student progress, and increase academic achievement and graduation outcomes.

Action Step # 1

Action Step	Provide professional learning on data analysis, differentiated instruction, effective instructional strategies, and continuous improvement practices.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	*PLC meeting agendas and minutes *Data team meeting documentation *Administrative walkthroughs *Classroom observations *Professional learning attendance records *Instructional coaching documentation
Method for Monitoring Effectiveness	*Student academic growth data *Graduation and credit attainment data *Georgia Milestones (when applicable) *Progress monitoring results *Course completion rates *Student attendance trends *PLC implementation surveys *Walkthrough trend data demonstrating *increased use of agreed-upon instructional practices
Position/Role Responsible	Site Directors Instructional Leadership Team Teachers Success Coaches Federal Programs Director

Action Step # 1

Evidence Based Indicator	
Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
Does this action step support the selected equity intervention?	
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)?	Discovery Regional High School collaborates with Coastal Plains RESA, regional postsecondary institutions, and community partners to strengthen instructional practices through professional learning, technical assistance, and access to evidence-based instructional resources. Partnerships support educator capacity in data analysis, instructional improvement, and continuous school improvement planning. As appropriate, the LEA also collaborates with regional workforce and community organizations to ensure instructional programming remains aligned with college, career, and workforce readiness. The school will continue to formalize partnerships that support professional learning, instructional coaching, and evidence-based instructional practices through ongoing collaboration and annual evaluation.

Action Step # 2

Action Step	Establish a schoolwide data review cycle that includes regular PLC meetings focused on student achievement, attendance, graduation progress, and instructional effectiveness.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	*PLC meeting agendas and minutes *Data team meeting documentation *Professional learning attendance records

Action Step # 2

Method for Monitoring Effectiveness	*Student academic growth data *Graduation and credit attainment data *Georgia Milestones (when applicable) *Progress monitoring results *Course completion rates *Student attendance trends *PLC implementation surveys
Position/Role Responsible	Site Directors Instructional Leadership Team Teachers Success Coaches Federal Programs Director
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?

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)?	Discovery Regional High School collaborates with Coastal Plains RESA, regional postsecondary institutions, and community partners to strengthen instructional practices through professional learning, technical assistance, and access to evidence-based instructional resources. Partnerships support educator capacity in data analysis, instructional improvement, and continuous school improvement planning. As appropriate, the LEA also collaborates with regional workforce and community organizations to ensure instructional programming remains aligned with college, career, and workforce readiness. The school will continue to formalize partnerships that support professional learning, instructional coaching, and evidence-based instructional practices through ongoing collaboration and annual evaluation.
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Action Step # 3

Action Step	Utilize formative and summative assessment data, progress monitoring tools, graduation tracking data, and student work to identify instructional strengths and areas for improvement.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	*Data team meeting documents *Professional learning attendance records
Method for Monitoring Effectiveness	*Student academic growth data *Graduation and credit attainment data *Georgia Milestones (when applicable) *Progress monitoring results *Course completion rates *Student attendance trends *PLC implementation surveys
Position/Role Responsible	Site Directors Instructional Leadership Team Teachers Success Coaches Federal Programs Director
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?	
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Discovery Regional High School collaborates with Coastal Plains RESA, regional postsecondary institutions, and community partners to strengthen instructional practices through professional learning, technical assistance, and access to evidence-based instructional resources. Partnerships support educator capacity in data analysis, instructional improvement, and continuous school improvement planning. As appropriate, the LEA also collaborates with regional workforce and community organizations to ensure instructional programming remains aligned with college, career, and workforce readiness. The school will continue to
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Action Step # 3

	formalize partnerships that support professional learning, instructional coaching, and evidence-based instructional practices through ongoing collaboration and annual evaluation.
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3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Staff retention systems require structured development
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	Discovery Regional High School will establish and implement a comprehensive staff retention system that supports recruitment, onboarding, professional growth, recognition, and employee engagement, resulting in improved staff retention, increased job satisfaction, and sustained instructional continuity. Creating a structured, sustainable retention system that directly addresses the identified need

Action Step # 1

Action Step	Develop and implement a structured plan for staff recruitment, onboarding, mentoring, and retention aligned with the school's mission and instructional model.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	*Recruitment and onboarding documentation *Mentoring logs and meeting agendas *Professional learning attendance records *PLC documentation
Method for Monitoring Effectiveness	*Teacher attendance data *Professional learning participation rates *New staff retention after one year *Employee feedback regarding mentoring and professional support
Position/Role Responsible	*Site Directors *Human Resources *Instructional Leadership Team *Faculty & Staff *Federal Programs
Evidence Based Indicator	

Action Step # 1

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?

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)?	Discovery Regional High School collaborates with Coastal Plains RESA to provide high-quality professional learning, leadership development, instructional support, and technical assistance that strengthens educator effectiveness and retention. The LEA also partners with regional institutions of higher education, partner school districts, and professional organizations to support educator recruitment, certification pathways, mentoring, and ongoing professional growth. As opportunities become available, Discovery will continue expanding partnerships with educational organizations and workforce partners to strengthen recruitment pipelines and sustain a highly qualified workforce.
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Action Step # 2

Action Step	Provide ongoing, job-embedded professional learning focused on evidence-based instructional practices, student engagement, data-driven decision-making, and continuous improvement. Establish mentoring and collaborative support opportunities for new and returning staff through PLCs and peer collaboration.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	*Mentoring logs and meeting agendas *Professional learning attendance records *PLC documentation *Staff survey administration *Leadership team monitoring meetings
Method for Monitoring Effectiveness	*Teacher attendance data *Staff satisfaction survey results *Professional learning participation rates *New staff retention after one year *Employee feedback regarding mentoring and professional support

Action Step # 2

Position/Role Responsible	*Site Directors *Human Resources *Instructional Leadership Team *Faculty & Staff *Federal Programs
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?

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)?	Discovery Regional High School collaborates with Coastal Plains RESA to provide high-quality professional learning, leadership development, instructional support, and technical assistance that strengthens educator effectiveness and retention. The LEA also partners with regional institutions of higher education, partner school districts, and professional organizations to support educator recruitment, certification pathways, mentoring, and ongoing professional growth. As opportunities become available, Discovery will continue expanding partnerships with educational organizations and workforce partners to strengthen recruitment pipelines and sustain a highly qualified workforce.
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Action Step # 3

Action Step	Conduct annual staff climate and satisfaction surveys to identify strengths, barriers to retention, and areas for continuous improvement. Use survey results and retention data to refine recruitment and retention strategies annually.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Professional Capacity

Action Step # 3

Method for Monitoring Implementation	*Mentoring logs and meeting agendas *Professional learning attendance records *Staff attendance documentation *Staff climate survey administration *Leadership team monitoring meetings
Method for Monitoring Effectiveness	*Annual staff retention rate *Teacher attendance data *Staff satisfaction survey results *Professional learning participation rates *Employee feedback regarding mentoring and professional support
Position/Role Responsible	*Site Directors *Human Resources *Instructional Leadership Team *Faculty & Staff *Federal Programs
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?	
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Discovery Regional High School collaborates with Coastal Plains RESA to provide high-quality professional learning, leadership development, instructional support, and technical assistance that strengthens educator effectiveness and retention. DRH also partners with regional institutions of higher education, partner school districts, and professional organizations to support educator recruitment, certification pathways, mentoring, and ongoing professional growth. As opportunities become available, Discovery will continue expanding partnerships with educational organizations and workforce partners to strengthen recruitment pipelines and sustain a highly qualified workforce.
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3. DISTRICT IMPROVEMENT GOALS

3.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student voice systems remain underdeveloped with low participation rates.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	Discovery Regional High School will establish a comprehensive student voice system that increases meaningful student participation in school improvement by implementing regular feedback opportunities, strengthening student engagement, and using student input to inform instructional practices, school climate, and student support services.

Action Step # 1

Action Step	Develop and implement a schoolwide student-voice framework that includes regular surveys, focus groups, student advisory opportunities, and informal feedback sessions during instructional hours and via digital platforms.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	*Student survey administration logs *Student participation records *Student advisory/focus group meeting agendas and minutes *Follow-up actions based on student feedback.
Method for Monitoring Effectiveness	*Increased student participation rates in surveys and feedback opportunities *Student climate survey results *Attendance trends *Documentation of school improvement decisions influenced by student feedback
Position/Role Responsible	Site Directors School Leadership Team Teachers School Counselor Student Success Staff Parent Mentor Graduation Coach Technology Federal Programs
Evidence Based Indicator	

Action Step # 1

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?

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)?	Discovery Regional High School collaborates with Coastal Plains RESA to support continuous improvement efforts by using stakeholder feedback, climate data, and evidence-based school improvement practices. The school also works with partner LEAs, community agencies, and student support organizations to identify barriers affecting student engagement and connect students and families with appropriate services. As the student voice system is strengthened, the LEA will continue to expand partnerships with community organizations, postsecondary institutions, and youth-serving agencies that provide leadership development, mentoring, career exploration, and student engagement opportunities aligned with the school's mission.
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Action Step # 2

Action Step	Administer student perception surveys throughout the school year to gather input on instruction, school climate, student supports, communication, and engagement.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	*Student survey participation logs *Student advisory/focus group meeting agendas and minutes *Survey Trends
Method for Monitoring Effectiveness	*Increased student participation rates in surveys and feedback opportunities *Student climate survey results *Improved student engagement indicators *Documentation of school improvement decisions influenced by student feedback
Position/Role Responsible	Site Directors School Leadership Team Teachers

Action Step # 2

Position/Role Responsible	School Counselor Student Success Staff Parent Mentor Graduation Coach Federal Programs
Evidence Based Indicator	

Timeline for Implementation Others : August 2026 – June 2027 - ongoing monitoring throughout the school year

Does this action step support the selected equity intervention?

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)?	Discovery Regional High School collaborates with Coastal Plains RESA to support continuous improvement efforts by using stakeholder feedback, climate data, and evidence-based school improvement practices. The school also works with partner LEAs, community agencies, and student support organizations to identify barriers affecting student engagement and connect students and families with appropriate services. As the student voice system is strengthened, the LEA will continue to expand partnerships with community organizations, postsecondary institutions, and youth-serving agencies that provide leadership development, mentoring, career exploration, and student engagement opportunities aligned with the school's mission.
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Action Step # 3

Action Step # 3

Action Step	Increase student participation by providing multiple opportunities for feedback during instructional hours and through digital platforms.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	*Student survey administration logs *Student participation records *Student advisory/focus group meeting agendas and minutes * Documentation logs demonstrating follow-up actions based on student feedback *Student advisory meetings notes
Method for Monitoring Effectiveness	- Increased student participation rates in surveys and feedback opportunities - Student climate survey results - Improved student engagement indicators - Attendance trends - Student retention and graduation progress - Documentation of school improvement decisions influenced by student feedback
Position/Role Responsible	- Site Directors - Technology - Teachers - School Counselor - Student Success Staff - Parent Mentor - Graduation Coach - Federal Programs
Evidence Based Indicator	

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?	
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Discovery Regional High School collaborates with Coastal Plains RESA to support continuous improvement efforts by using stakeholder feedback, climate data, and evidence-based school improvement practices. The school also works with partner LEAs, community agencies, and student support organizations to identify barriers affecting student engagement and connect students and families with appropriate services. As the student voice system is strengthened, the LEA will continue to expand partnerships with community organizations, postsecondary institutions, and youth-serving agencies that provide leadership development, mentoring, career exploration, and student engagement opportunities aligned with the school's mission.
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Action Step # 4

Action Step	Monitor participation rates and adjust strategies to improve student engagement in the feedback process.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	*Student survey administration logs *Student participation records *Student advisory/focus group meeting agendas and minutes *Survey completion rate reports
Method for Monitoring Effectiveness	Increased student participation rates in surveys and feedback opportunities Student climate survey results Improved student engagement indicators Attendance trends Student retention and graduation progress Documentation of school improvement decisions influenced by student feedback
Position/Role Responsible	Site Directors School Leadership Team Teachers School Counselor Student Success Staff Parent Mentor Graduation Coach Federal Programs
Evidence Based Indicator	

Action Step # 4

Timeline for Implementation	Others : August 2026 – June 2027 - ongoing monitoring throughout the school year
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Does this action step support the selected equity intervention?

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)?	Discovery Regional High School collaborates with Coastal Plains RESA to support continuous improvement efforts by using stakeholder feedback, climate data, and evidence-based school improvement practices. The school also works with partner LEAs, community agencies, and student support organizations to identify barriers affecting student engagement and connect students and families with appropriate services. As the student voice system is strengthened, the LEA will continue to expand partnerships with community organizations, postsecondary institutions, and youth-serving agencies that provide leadership development, mentoring, career exploration, and student engagement opportunities aligned with the school's mission.
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