



Comprehensive Needs Assessment 2025 - 2026 District Report



Social Circle City

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Matt Remillard/Jennifer Chatham
Multiple Program(s)	Federal Programs Director	Lisa Wolaver
Multiple Program(s)	Curriculum Director	Jennifer Chatham
Multiple Program(s)	School Leader (#1)	Maria Hargrove
Multiple Program(s)	School Leader (#2)	N/A
Multiple Program(s)	Teacher Representative (#1)	Tiffany Rhoades
Multiple Program(s)	Teacher Representative (#2)	N/A
McKinney-Vento Homeless	Homeless Liaison	Anna Claire Mell/Joslyn Holton
Neglected and Delinquent	N&D Coordinator	Juanasha Watkins/Anna Claire Mell/Joslyn Holton
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Allison Clarke
Title I, Part A	Title I, Part A Director	Lisa Wolaver
Title I, Part A	Family Engagement Coordinator	Yolandias Colquitt
Title I, Part A - Foster Care	Foster Care Point of Contact	Anna Claire Mell/Joslyn Holton
Title II, Part A	Title II, Part A Coordinator	Lisa Wolaver
Title III	Title III Director	Lisa Wolaver
Title IV, Part A	Title IV, Part A Director	Lisa Wolaver
Title I, Part C	Migrant Coordinator	Juanasha Watkins

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Jennifer Chatham
Multiple Program(s)	Testing Director	Aaron Robinson
Multiple Program(s)	Finance Director	Nicole Cross
Multiple Program(s)	Other Federal Programs Coordinators	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	CTAE Coordinator	Aaron Robinson
Multiple Program(s)	Student Support Personnel	Juanasha Watkins
Multiple Program(s)	Principal Representatives	Maria Hargrove/ Ryan Clark/ Tim Armstrong
Multiple Program(s)	High School Counselor / Academic Counselor	Nicholas Fordham
Multiple Program(s)	Early Childhood or Head Start Coordinator	Allison Clarke
Multiple Program(s)	Teacher Representatives	Shelbie Daigle
Multiple Program(s)	ESOL Teacher	Tiffany Rhoades
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	Lisa Wolaver
21st CCLC	21st CCLC Program Director	N/A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N/A
Migrant	Preschool Teacher	N/A
Special Education	Student Success Coach (SSIP)	Leslie Rivers
Title II, Part A	Human Resources Director	Debra Didier
Title II, Part A	Principal Supervisors	Matt Remillard, Jennifer Chatham
Title II, Part A	Professional Learning Coordinators	Jennifer Chatham, Lisa Wolaver
Title II, Part A	Bilingual Parent Liaisons	Ashley Adams
Title II, Part A	Professional Organizations	N/A
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	Taylor Morris (Chair), Sabrina Sanford-Flynt (Vice-Chair), Lowana Bell, Maggie Bonnell, Randy Carithers, Rico Jackson, Amber McKibben
Title II, Part A	Local Elected/Government Officials	Amber McKibben
Title II, Part A	The General Public	N/A
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	N/A
Title III	Representatives from Businesses Employing Non-English Speakers	N/A
Title IV, Part A	Media Specialists/Librarians	Molly Tyree
Title IV, Part A	Technology Experts	Kris Maxey
Title IV, Part A	Faith-Based Community Leaders	Juanasha Watkins

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Multiple Students
Multiple Program(s)	Private School Officials	Jessica Hutcheson, Social Circle Christian School
Migrant	Out-of-School Youth and/or Drop-outs	Crystal Sanford/Nick Fordham/Joslyn Holton
Title I, Part A	Parent Representatives of Title I Students	Meghan Denney
Title I, Part A - Foster Care	Local DFCS Contacts	Kimberly Lafreniere
Title II, Part A	Principals	Maria Hargrove, Ryan Clark, Tim Armstrong
Title II, Part A	Teachers	Maggie Taylor
Title II, Part A	Paraprofessionals	Kristen Warr
Title II, Part A	Specialized Instructional Support Personnel	Kimberly Bolling
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	NEGA RESA
Title III, Part A	Parents of English Learners	Hernandez Perez De Aguilar

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Laurie Allison
Multiple Program(s)	Technical, College, or University Personnel	Fabersha Flynt, Athens Technical; Jodi Weber, UGA
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Multiple Members
21st CCLC	21st CCLC Advisory Council Members	N/A
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	N/A
Migrant	Local Farmer, Grower, or Employer	N/A
Migrant	Family Connection Representatives	N/A
Migrant	Local Migrant Workers or Migrant Community Leaders	N/A
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	N/A
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	N/A
Migrant	ABAC MEP Consortium Staff	N/A
Migrant	Migrant High School Equivalence Program / GED Representatives	N/A
Migrant	College Assistance Migrant Programs	N/A
Neglected and Delinquent	Residential Facility(ies) Director(s)	N/A
Special Education	Parents of a Student with Disabilities	N/A
Special Education	Parent Mentors	N/A
Title II, Part A	School Council Members	Multiple members

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>To ensure an inclusive stakeholder group with diverse perspectives, Social Circle City Schools embedded stakeholder input across multiple system-wide initiatives, including the Portrait of a Graduate, strategic planning, waiver processes, and accreditation efforts. Annual written surveys and routine focus groups involving students, families, employees, community members, faith-based leaders, and higher education partners were strategically implemented. Stakeholders were purposefully selected to represent a wide range of roles, demographics, and experiences, ensuring equity and cultural responsiveness in both planning and implementation phases of continuous improvement efforts.</p>
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<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>Stakeholder feedback is embedded into the district's continuous improvement model, guided by the GLIS framework. System and school-level teams actively seek input from parents and guardians across all representative subgroups through face-to-face meetings, virtual forums, and written surveys. Effective protocols and questioning strategies are used to ensure equity of voice, enabling internal and external stakeholders to contribute meaningfully. Feedback is collected at both the district and school level to support prioritization of needs and the development of action plans that are responsive to the community.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	✓
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	✓
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	3
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.
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Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.16
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.19
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.06
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.03
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.03
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.16
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	✓
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	✓
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	✓
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	✓
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	✓
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	3
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	3
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	3
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.</p>	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.59
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	✓
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	✓
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	3
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.47
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.59
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.41
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.
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2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	✓
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	✓
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	✓
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	3
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.41
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	✓
2. Operational	The district provides, coordinates, and monitors student support systems and services.	
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	3
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	3
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	3
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.47
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.16
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.19
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.06
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.03
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.03
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.28
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.16
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.59
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.41
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<ul style="list-style-type: none"> ● State & Local Surveys ● Strategic Plan Surveys ● Stakeholders Meeting Notes ● Student Advisory Council / Parent Advisory Council /Teacher Advisory Council feedback ● Faith-Based Partners feedback ● Family Communication Survey ● Teacher Voice Survey ● Student Agency Survey
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Perception data indicates a continued need to strengthen communication between the system, schools, and families. Stakeholders perceive ongoing gaps in clarity, consistency, and timeliness of information, suggesting opportunities to build stronger, more collaborative relationships.</p> <p>There is also a shared belief that improving student learning outcomes remains essential. Stakeholders express a desire for learning experiences that are not only rigorous but also relevant and engaging, with clear connections to real-world applications. Additionally, there is an identified need for a balanced and purposeful integration of technology to support instruction without diminishing the importance of human connection and hands-on learning.</p> <p>Finally, the data reflect strong support for continued focus on PBIS and behavior management strategies. While progress has been noted, families and staff perceive the need for more consistent implementation and professional development to ensure safe, supportive learning environments across all schools.</p> <p>Perception data from stakeholders indicates a desire for improved communication between schools and families, more relevant and engaging instruction, consistent behavior supports, and balanced use of technology. The new mission, vision, and core beliefs of Social Circle City Schools directly align with these insights by emphasizing equity, whole-child development, strong family and community partnerships, and innovative, student-centered learning. Together, these foundational statements provide a clear and responsive framework for addressing what stakeholders believe students need to thrive academically, socially, and emotionally.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<ul style="list-style-type: none"> ● Parent/Teacher/Student Advisory Council Rosters ● Teacher Voice Survey ● Student Agency Survey ● Infinite Campus Class Rosters ● Athletic/Fine Arts/Club Rosters ● Professional Learning Feedback Survey ● Strategic Plan Listening Sessions ● Parent participation in parent meetings, curriculum nights, college information meetings ● Faith Based Community Meetings ● Professional Learning Communities (Grade Level/Department Level)
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>Process data reveals that Social Circle City Schools has implemented a variety of programs and supports that directly engage students, families, and staff, but there are opportunities to enhance consistency, access, and alignment across schools. The data shows that professional learning for teachers—particularly in literacy, behavior management, and instructional technology—has been delivered with intentionality, though participation and application vary by school and content area. Schools are implementing PBIS frameworks and Multi-Tiered Systems of Support (MTSS), but fidelity and monitoring structures differ across campuses. Parent and community engagement events have been offered at both the district and school levels, including curriculum nights, advisory meetings, and family workshops; however, participation data suggests stronger outreach may be needed to ensure broader and more equitable involvement. Student support services—including counseling, mentoring, and intervention blocks—are in place, but ongoing analysis is needed to ensure they are reaching the students with the greatest needs. Overall, the process data indicates that programs are in motion and designed with student success in mind, but greater coherence, tracking, and equity of access are needed to maximize their impact.</p>
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<p>What achievement data did you use?</p>	<p>Administrators and teachers used disaggregated data from the list below to provide a comprehensive analysis of student growth & achievement.</p> <ul style="list-style-type: none"> ● GKIDS 2.0 ● i-Ready ● ASVAB ● PSAT/NMSQT ● ACT ● SAT ● ACCESS ● GAA 2.0 ● Milestones ● MAP ● AP Exams, and ● CTAE EOPAs ● Summative Assessments
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<p>What does your achievement data tell you?</p>	<p>A review of district-wide achievement data from multiple sources—including GKIDS 2.0, i-Ready, MAP, Milestones, ACCESS, GAA 2.0, PSAT/NMSQT, ACT, SAT, ASVAB, AP Exams, CTAE End-of-Pathway Assessments (EOPAs), and local summative assessments—indicates that while progress has been made in some areas, significant performance gaps remain. Data from i-Ready, MAP, and Milestones reveal that many students are not yet meeting grade-level expectations in reading and math, particularly among subgroups such as students with disabilities, English learners, and economically disadvantaged students. ACCESS scores show varying levels of English language acquisition, suggesting a need for stronger support for multilingual learners. GKIDS 2.0 and GAA 2.0 results highlight early learning needs and persistent gaps for students with significant disabilities. At the secondary level, performance on PSAT, ACT, SAT, and AP exams shows strengths among some student groups, yet participation and high achievement rates remain uneven. CTAE EOPA results indicate strong alignment with career pathway instruction in some areas, but a need for expanded access and support in others. Overall, the achievement data points to a need for targeted academic interventions, deeper instructional alignment, and strategies to close equity gaps across content areas and student populations.</p>
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<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> ● Racial subgroups ● Economically Disadvantaged ● English Language Learners ● Special Education Students ● Student Mobility ● Foster/Homeless/Migrant students ● Early Intervention ● Remedial Education ● Alternative Program Education ● Vocation Education ● Gifted ● FTE ● Per Pupil Expenditures
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<p>What does the demographic data tell you?</p>	<p>Demographic data from Social Circle City Schools—including racial and ethnic subgroup trends, economically disadvantaged status, English Language Learners, students with disabilities, mobility rates, and program participation (such as EIP, remedial, gifted, special education, CTAE, and alternative education)—reveals a diverse and evolving student population with a wide range of needs. The data indicates that a significant portion of the student body qualifies for free or reduced-price lunch, highlighting the need for equitable access to academic supports and social services. Mobility data, including foster and homeless student indicators, suggests challenges in providing</p>
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continuity of instruction for some students. Enrollment in EIP and remedial education programs points to early academic risk, while participation in gifted and CTAE programs reflects areas of enrichment and engagement that should be expanded to ensure broader representation. English learner and special education subgroups remain priority populations for targeted interventions and inclusive instructional strategies. FTE and per-pupil expenditure data provide insight into resource allocation and equity, suggesting a need to continually align funding with the needs of the most vulnerable learners. Overall, the demographic data underscores the importance of differentiated supports, inclusive practices, and equity-driven decision-making at all levels of the system.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>A review of the instructional system reveals a well-established foundation for planning, delivering, and monitoring quality instruction. Teachers are consistently using a structured process, including the Gradual Release Model, exemplars, formative assessments, and timely feedback, to support student learning. Instruction is informed by multiple data sources—lesson plans, rubrics, student work, and PLC discussions—demonstrating an intentional effort to close learning gaps. However, district and school teams have identified a continued need to strengthen instructional consistency and integrate more high-impact, research-based strategies to improve outcomes for all students. In alignment with the new Strategic Plan, the instructional system is being enhanced through three key evidence-based frameworks:</p> <ul style="list-style-type: none"> ● Hattie's Visible Learning is being adopted to ensure a laser focus on strategies proven to accelerate learning. ● The Science of Reading is being embedded to support explicit, systematic literacy instruction that improves reading comprehension and fluency. ● Schlechty's Design Qualities are informing the creation of engaging, student-centered lessons that promote deep learning and increased relevance. <p>Additionally, the updated Portrait of a Graduate is serving as a north star for instructional planning and assessment. Teachers are now intentionally embedding competencies such as critical thinking, creative problem-solving, empathetic collaboration, and compassionate communication into daily instruction. Instructional practices are increasingly aligned to these outcomes, supporting students not only academically but in their preparation for life beyond the classroom. System leaders provide regular oversight through leadership team meetings, TKES and LKES evaluations, and instructional walkthroughs. There is a strong culture of coaching, mentoring, and collaborative learning through PLCs and leadership development sessions. The implementation of Effective Educator Practices—such as setting clear learning targets, providing descriptive feedback, and modeling thinking—are becoming more consistent and visible across classrooms.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>However, persistent learning gaps and requests from teachers for updated materials indicate a need for continued investment in curriculum resources and differentiated professional development. Instructional monitoring is being refined to include regular use of Portrait of a Graduate competencies as benchmarks, more structured feedback loops, and expanded progress monitoring of literacy and engagement strategies. Collaborative practices across grade levels and departments have increased, and the training of site-based teacher leaders is expected to strengthen the quality and coherence of instructional collaboration.</p> <p>In summary, the district's instructional system is evolving toward greater alignment with its strategic priorities, emphasizing student-centered practices, equity, and high expectations for all learners. Ongoing challenges—such as instructional variability, access to updated materials, and deepening the impact of high-leverage strategies—will continue to guide professional learning and system refinements.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The review of effective leadership practices across Social Circle City Schools reveals a structured, data-driven approach to improving teaching and learning, grounded in the district's new Strategic Plan and guided by its core values and the Portrait of a Graduate competencies. Leadership at both the system and school levels is aligned in its commitment to cultivating a learning environment where all students are equipped for college, career, and life success.</p> <ol style="list-style-type: none"> 1. Creating and Sustaining a Learning-Centered Culture The district's five-year strategic plan provides a clear roadmap with aligned goals, initiatives, and monitoring processes. Leaders prioritize a climate and culture conducive to learning by focusing on teaching, learning, and equity. Data from GMAS, MAP, and MTSS has revealed persistent achievement gaps, especially among students scoring at Level 1 and 2. In response, leaders are allocating additional resources, embedding evidence-based practices such as the Science of Reading, and using frameworks like Hattie's Visible Learning and Schlechty's Design Qualities to improve engagement and accelerate student growth. The Portrait of a Graduate anchors this work by focusing leadership on developing the whole child. 2. Cultivating and Distributing Leadership Leadership capacity is being expanded across the district through the Portrait Implementation Team, site-based teacher leaders, and biannual Impact Checks. These systems promote collaboration, peer-led professional learning, and collective responsibility for improvement. Teachers are empowered as instructional leaders and contributors to schoolwide decisions. The district's use of Visible Learning principles is supporting growth in collective teacher efficacy—a critical predictor of student achievement—while the Portrait of a Graduate ensures that all leaders remain focused on producing well-rounded, future-ready learners. 3. Ensuring High-Quality Instruction Across Classrooms Leaders conduct frequent informal and formal observations, facilitate
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Strengths and Challenges Based on Trends and Patterns

	<p>collaborative planning, and protect instructional time. These practices are embedded in the Effective Educator Practices, including modeling, feedback, and shared ownership of student outcomes. Leadership teams utilize TKES/LKES evaluations and walkthrough data to ensure alignment to standards and to identify areas for coaching. A district-wide, structured approach to collaborative planning—supported by teacher leaders—is enhancing consistency and instructional rigor. Continued refinement is needed in the use of formative data and planning feedback to further elevate instructional quality.</p> <p>4. Managing Resources Strategically Resource allocation is systematically aligned with the district's mission and strategic priorities. Budget planning involves school and department-level input, with review processes in place to ensure equitable access and alignment with improvement goals. The plan-do-check-act (PDCA) cycle is deeply embedded in leadership routines and serves as a continuous improvement framework for budgeting, staffing, program monitoring, and instructional decision-making.</p> <p>5. Providing High-Impact Professional Learning Professional learning for leaders is ongoing and responsive to identified needs in areas such as instructional leadership, literacy, MTSS implementation, and collaborative planning facilitation. Leadership development efforts—such as SEE-KS training, the NEGA RESA teacher leader program, and structured coaching for new teachers—are showing positive effects. However, leaders have expressed a need for deeper support in leading instructional conversations and using formative data to drive instructional decisions. Future PL will integrate Visible Learning strategies, Science of Reading practices, and Portrait of a Graduate competencies to ensure alignment with district priorities and student needs.</p> <p>Across all leadership domains, the district demonstrates a coherent and evolving system for improvement. Key strengths include:</p> <ul style="list-style-type: none"> ● A clearly defined strategic direction ● Distributed leadership structures ● Consistent focus on student learning and equity ● Embedded continuous improvement processes <p>Challenges and opportunities for growth include:</p> <ul style="list-style-type: none"> ● Addressing persistent achievement gaps ● Increasing the effectiveness of collaborative planning ● Enhancing leaders' capacity to use formative data ● Sustaining impactful professional learning that moves from theory to classroom practice
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Strengths and Challenges Based on Trends and Patterns

	<p>By continuing to align leadership actions with research-based strategies and the Portrait of a Graduate, SCCS is positioned to build stronger instructional systems and foster success for every student.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Professional capacity trends in Social Circle City Schools highlight a cohesive system focused on recruiting, developing, and retaining highly effective educators who support student success. The district's strategic use of platforms like YOSS has improved hiring efficiency, while a strong induction and mentoring program contributes to retention rates that exceed the state average. Collaborative structures—such as the District Leadership Team and teacher leader model—promote professional dialogue and shared responsibility for student learning. Ongoing professional learning is aligned to strategic goals and emphasizes core instructional practices, including differentiation, assessment literacy, and integration of technology. Training initiatives grounded in the Science of Reading, Hattie's Visible Learning, and Schlechty's Design Qualities ensure that educators are equipped with evidence-based strategies to meet diverse student needs. Teacher leaders are strategically selected and supported to advance the district's equity and instructional priorities. At the high school level, targeted PL supports the implementation of Portrait of a Graduate-aligned experiences such as work-based learning, project-based learning, and capstone projects. Collectively, these patterns demonstrate a district-wide commitment to building the professional expertise required to close learning gaps, personalize instruction, and ensure that every student is prepared for future success.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Family and community engagement trends in Social Circle City Schools reflect a growing and intentional commitment to building authentic, two-way partnerships that support student learning, well-being, and whole-child development. Families are actively included in planning and decision-making processes through participation in the development of parent involvement plans, advisory councils, and district strategic initiatives. Schools offer ongoing engagement opportunities such as curriculum nights, literacy and math workshops, and parent mentoring programs. Communication is inclusive and multi-modal—using print, digital, phone, and in-person methods—to ensure access for all families, regardless of connectivity. Input from parents and community stakeholders is gathered through surveys, focus groups, and town hall meetings and is used to shape school and system priorities. Partnerships with local businesses, faith-based organizations, civic groups, and higher education institutions expand access to wraparound services, dual enrollment, work-based learning, and mentoring—advancing key Portrait of a Graduate competencies like responsible citizenship and compassionate communication. While</p>

Strengths and Challenges Based on Trends and Patterns

	<p>engagement is strong at the elementary level, data shows a need to strengthen outreach and participation among underrepresented families and at the secondary level. As a result, increasing staff capacity to engage families—particularly in support of attendance, behavior, and literacy—is a strategic priority. These patterns underscore the importance of sustained, equity-focused strategies to create collaborative environments that empower students, families, teachers, and leaders in pursuit of academic and life success.</p>
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Supportive learning environment trends in Social Circle City Schools reveal a strong and expanding commitment to creating safe, inclusive, and student-centered environments where all learners can thrive. District-wide implementation of PBIS and SEL practices has led to notable reductions in discipline referrals and increases in student engagement, while the adoption of MTSS ensures academic, behavioral, and emotional supports are accessible to all students. The district has invested in the development of a comprehensive TSS framework and employs a dedicated MTSS facilitator to guide fidelity of implementation across schools. Partnerships with local agencies, such as the Walton County Sheriff's Department and Student Success Alliance, provide proactive safety supports, essential wraparound services, and resources to address barriers to learning. The Cognia review confirmed strengths in leadership, resource management, and inclusive planning while highlighting opportunities for strengthening learning capacity and evaluation processes. Support for small subgroups—including English learners and students with disabilities—continues to evolve through targeted interventions and enhanced data monitoring. Expanded out-of-school opportunities, including credit recovery, Foothills Charter, and summer enrichment in partnership with the local library, further reflect the district's commitment to supporting learning beyond the classroom. To sustain progress, SCCS is focused on improving MTSS program evaluation, increasing trauma-informed practices, and using longitudinal data to measure the impact of supports on student growth and achievement. These patterns reflect a system deeply committed to student well-being, equitable access, and the development of lifelong learners aligned with the Portrait of a Graduate.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Demographic and financial trends in Social Circle City Schools reflect a district deeply committed to equity, strategic growth, and future-ready learning environments. Internally, differentiated instruction remains a key focus area, directly supporting the Portrait of a Graduate's emphasis on personalized learning and reinforcing the need for ongoing professional development. Student engagement initiatives—such as STEAM programming, relationship-building strategies, and the use of Schlechty's Design Qualities—are aligned with the district's whole-child development goals. The challenge of</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>recruiting and retaining certified substitutes continues to impact instructional continuity, highlighting a need for sustainable staffing solutions. Externally, improved family communication and increased access to educational interpreters demonstrate a focus on inclusive engagement and support for all learners. Equitable access to high-quality programs—including expanded CTAE pathways, accelerated academic tracks, and MTSS Tier 1 supports—continues to be a priority, along with strategic technology integration. A significant milestone in the district's growth is the planned opening of a new PreK–6 elementary school building in August 2025, made possible through strong financial stewardship and community support via a successful bond referendum. This state-of-the-art facility will help accommodate enrollment growth, modernize learning spaces, and improve access to early learning opportunities. Together, these demographic and financial patterns reflect a district that is leveraging resources and community partnerships to remove barriers, support educator effectiveness, and provide every student with the tools needed for success.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Student achievement trends in Social Circle City Schools reflect a growing commitment to equity, data-driven instruction, and postsecondary readiness. The district is actively addressing the needs of small groups and subgroups, including English learners and students with disabilities, through targeted professional learning, improved access to interpreters, and inclusive instructional strategies aligned with Schlechty's Design Qualities and Hattie's Visible Learning. Data from MAP, Milestones, and CCRPI is used to monitor subgroup performance and inform personalized supports, especially in reading across content areas. Collaborative data teams and the expansion of teacher leader and instructional coaching roles enhance the district's capacity to foster collective efficacy and refine instructional planning. To strengthen graduation outcomes, SCCS implements a comprehensive support system—including MTSS, counseling, and a College Advisor—to ensure all students are prepared for life beyond high school. These patterns underscore the district's strategic focus on building teacher capacity, closing performance gaps, and aligning instructional practices to the Portrait of a Graduate competencies, ultimately supporting each student's academic growth and future readiness.</p>
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>a) General Program Implementation ● Inclusive, Research-Based Instruction: The district integrates Hattie's Visible Learning, Schlechty's Design Qualities, and the Science of Reading into instructional practices, supporting students with disabilities through proven, high-impact strategies.</p> <ul style="list-style-type: none"> ● Content-Area Literacy Focus: Instructional emphasis on reading across math, science, and social studies provides students with disabilities broader academic access and supports cross-disciplinary growth. ● Data-Driven Decision-Making: Use of multiple data sources (e.g., MAP, Milestones, CCRPI) ensures instructional planning is informed, targeted, and responsive to individual student needs. ● Structured MTSS Framework: A formalized, district-wide Multi-Tiered System of Supports (MTSS) is in place and supported by a dedicated facilitator and clear guidance through the SCCS TSS Manual. <p>b) Students and Adults Involved ● Authentic Learning and Transition Services: Students with disabilities benefit from real-world learning experiences, including access to CTAE pathways, CTI services, and career readiness support aligned to the Portrait of a Graduate.</p> <ul style="list-style-type: none"> ● Targeted Professional Development: Teachers receive PD in differentiated instruction, content-area literacy, and inclusive practices, aligned with Effective Educator Practices. ● Collaborative Planning Culture: Regular data team and PLC meetings foster shared ownership and alignment of instructional strategies across general and special education staff. ● Positive Behavioral Supports: Full implementation of PBIS has improved school climate and reduced behavior-related disruptions, particularly benefiting students who need structured, supportive environments.
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IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Challenges</p>	<p>a) General Program Implementation: ● Inconsistent Implementation Across Schools: While MTSS and PBIS structures are in place, fidelity of implementation varies, particularly in data tracking, tier movement, and progress monitoring.</p> <ul style="list-style-type: none"> ● Need for Longitudinal Program Evaluation: There is currently no formal, data-driven evaluation process in place to assess the long-term impact of special education interventions and accommodations on student outcomes. ● Resource Gaps: The recruitment and retention of certified special education teachers and paraprofessionals remains a challenge, impacting instructional continuity and capacity to meet growing needs. ● Interpreter Access and Communication Tools: Improving access to educational interpreters and multilingual supports is essential to ensure equitable communication and access to IEP processes for EL families. <p>b) Students and Adults Involved ● Varied Teacher Preparedness: Some educators express the need for more in-depth coaching and support to implement accommodations effectively and differentiate instruction with confidence.</p> <ul style="list-style-type: none"> ● Transition Planning Consistency: While CTI coordination is a strength, systematic planning for post-secondary transition (including measurable goals and services for high school students with IEPs) needs further alignment and monitoring. ● Student Voice and Engagement: Students with disabilities are not yet consistently included in student voice initiatives or project-based learning planning, which limits full inclusion in instructional innovation efforts.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>a) General Program Implementation ● Data-Driven Instructional Planning: The district uses assessment data (e.g., MAP, Milestones, i-Ready) to identify achievement gaps and target interventions at the classroom, school, and system levels. Data teams guide instructional adjustments, contributing to more responsive planning.</p> <ul style="list-style-type: none"> ● Tiered Systems of Support (MTSS): A structured and expanding MTSS framework supports academic interventions for at-risk students. The system includes a dedicated facilitator, research-based interventions, and guidance documentation through the SCCS TSS Manual. ● Embedded Evidence-Based Strategies: Instructional practices are aligned to Hattie’s Visible Learning, with a focus on feedback, clarity of learning targets, and student engagement strategies that benefit economically disadvantaged learners. ● Use of Title I Resources: Title I funding is used effectively to support supplemental instruction, parent engagement activities, and spring tutoring programs, particularly in early grades, which addresses foundational literacy and numeracy needs. <p>b) Students and Adults Involved ● Dedicated Support Structures: Students in Title I schools benefit from targeted tutoring, early intervention programs, and access to additional instructional resources and technology tools supported through Title I funds.</p> <ul style="list-style-type: none"> ● Family Engagement: Title I schools host literacy and math nights, parent workshops, and offer multiple communication methods (DoJo, Remind, newsletters) to increase family participation in student learning, especially in the primary and elementary grades. ● Focused Teacher Development: Teachers and leaders in Title I schools receive ongoing professional learning on differentiated instruction, formative assessment use, and strategies to support underperforming learners.
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Challenges	<p>a) General Program Implementation ● Persistent Achievement Gaps: Despite targeted supports, students in poverty and other at-risk subgroups continue to perform below grade level in key content areas, particularly in literacy and math.</p> <ul style="list-style-type: none"> ● Resource Allocation Limitations: Schools face challenges with limited intervention staff and certified support personnel, particularly in delivering consistent small-group or individualized instruction.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

	<ul style="list-style-type: none"> ● Need for Stronger Alignment Across Schools: Variability in implementation fidelity of Title I strategies and interventions exists across schools, affecting the consistency and effectiveness of support for disadvantaged students. <p>b) Students and Adults Involved</p> <ul style="list-style-type: none"> ● Secondary-Level Engagement: Family engagement and academic supports are weaker at the middle and high school levels, limiting impact for older disadvantaged students. SCMS and SCHS report needing more consistent outreach and engagement structures. ● Staffing Needs and Turnover: High-need schools experience difficulty recruiting and retaining interventionists and paraprofessionals, which limits capacity to fully implement Title I supports and provide continuity of services. ● Student Motivation and Attendance: Title I schools report challenges with student attendance, motivation, and engagement, which hinder the effectiveness of academic interventions, especially in subgroups disproportionately affected by economic disadvantage.
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Title I, Part A - Foster Care

Strengths	<p>a) General Program Implementation</p> <ul style="list-style-type: none"> ● Coordinated Services: The district has established a strong coordination process between school personnel, child welfare agencies, and other service providers to ensure the educational stability and well-being of students in foster care. ● Set-Aside Funding: Specific Title I set-aside funds are allocated and used strategically to meet the academic and wraparound needs of students in foster care, including tutoring, school supplies, and transportation when needed. <p>b) Students and Adults Involved:</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Foster Care

Challenges	<p>a) General Program Implementation</p> <p>b) Students and Adults Involved</p>
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Title I, Part A - Parent and Family Engagement

Strengths	<p>a) General Program Implementation ● Dedicated Leadership and Coordination: The district's Family Engagement Coordinator plays a vital role in ensuring that family engagement is intentional, inclusive, and embedded in the school improvement process.</p> <ul style="list-style-type: none"> ● Consistent Opportunities for Involvement: Parents are provided with multiple opportunities throughout the year to participate in workshops, academic nights, planning meetings, and feedback sessions that strengthen the home-school connection. ● Resource Accessibility: The Parent Resource Center is actively utilized, offering materials and tools to help families support student learning at home in alignment with district academic goals. <p>b) Students and Adults Involved ● Equity-Focused Communication: Schools use multiple communication platforms (Remind, DoJo, phone calls, printed materials) to ensure that all families—regardless of digital access—are kept informed and invited to participate.</p> <ul style="list-style-type: none"> ● Parent Voice in Planning: Parents are invited to collaboratively review and revise school and district family engagement policies, contributing input to Title I plans, school compacts, and school improvement goals.
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Challenges	<p>a) General Program Implementation ● Shift from Compliance to Authentic Engagement: While opportunities for engagement are frequent, the district has identified a need to move families from ritual or surface-level involvement to deeper, authentic engagement, where parents act as partners in decision-making and learning support.</p> <ul style="list-style-type: none"> ● Secondary-Level Participation Gaps: Engagement remains strongest at the elementary level, with middle and high schools working to increase consistent family involvement in academic programming and transition support. <p>b) Students and Adults Involved ● Capacity Building for Parents and Staff: Continued efforts are needed to build the capacity of both parents</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

	<p>and educators to engage in meaningful two-way communication, goal-setting, and progress monitoring—especially for families from underrepresented or underserved groups.</p> <ul style="list-style-type: none"> ● Targeted Outreach: Some subgroups, including families of EL, homeless, or foster care students, may need more targeted support and individualized engagement strategies to ensure equitable participation.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	We have no students that qualify for participation in the MEP. The district coordinates with the GaDOE Regional Office and MEP Consortium fiscal agent at ABAC for MEP funded services, in addition to local resources, to support the needs of qualifying students.
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Challenges	Migrant students would need to be evaluated academically, like other students in the school system to determine academic needs and ensure intervention/support without delay.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	There are no facilities for neglect and/or delinquent youth in Social Circle.
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Challenges	N/A
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title II, Part A funds."

Strengths	100% transfer of FY24 Title 11, Part A funds.
Challenges	100% transfer of FY24 Title 11, Part A funds.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	<ul style="list-style-type: none"> ● Consistent Student Growth and Engagement: Despite having a small EL population, data from the primary and elementary schools indicate positive growth in English proficiency and academic performance, alongside strong family involvement. ● Dedicated ESOL Instructional Support: A certified ESOL instructor provides individualized, targeted language support, ensuring students have access to the core curriculum and aligned instruction that fosters language development. ● Culturally Responsive Environment: Teachers are described as welcoming and supportive, creating a positive climate for new EL and immigrant families. Instructional staff strive to make learning culturally relevant, meaningful, and engaging for all students. ● Collaborative Professional Learning: Teams of teachers have participated in Instructional Conversations training through UGA's CLASE program, enhancing their capacity to use discourse-based instructional strategies that support language acquisition and content mastery. ● Use of Translation Tools: Schools employ Google Translate and Language Line to facilitate communication with families in their home languages, demonstrating a commitment to inclusive outreach.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Challenges	<ul style="list-style-type: none"> ● Need for More Frequent Formative Assessment: EL students would benefit from the more consistent use of formative assessments in general education classrooms to inform instructional decisions and adjust pacing and support in real time. ● Limited Access to Trained Educational Interpreters: While digital translation tools are helpful, there is a growing need for in-person, professionally trained interpreters to support communication during meetings, conferences, and student support services. ● General Education Teacher Support and Training: Although resources are shared, ongoing, targeted professional development is needed to help general education teachers build confidence and skill in differentiating instruction for ELs, particularly in content-heavy areas like science and social studies. ● Instructional Integration of Language Development: While EL students spend most of their day in general education settings, the integration of language development objectives within core instruction needs further refinement to ensure simultaneous growth in both academic content and English proficiency.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<ul style="list-style-type: none"> a) General Program Implementation ● Dedicated Staff and Clear Protocols: Social Circle City Schools has established clear, system-wide processes for identifying and supporting homeless youth, led by the district social worker, school counselors, registrars, and student support teams. ● Effective Use of Set-Aside Funds: Title I-A funds are strategically set aside and used to meet the academic and basic needs of students experiencing homelessness, including school supplies, clothing, tutoring, and emergency needs. ● Cross-Sector Collaboration: The district maintains strong
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

	<p>partnerships with community and faith-based organizations, which provide vital wraparound support such as food, hygiene products, and emergency housing referrals.</p> <p>b) Students and Adults Involved● Holistic Student Support: Students identified under McKinney-Vento are supported by a multidisciplinary team—including counselors, college advisors, and the student success coordinator—who help address both academic needs and social-emotional well-being.</p> <ul style="list-style-type: none">● Staff Awareness and Coordination: Teachers are supported in recognizing signs of housing instability and understanding referral procedures, ensuring timely identification and assistance.● Postsecondary Transition Support: High school students experiencing homelessness receive college and career planning support, aligned with the district's Portrait of a Graduate competencies, including resilience and responsible citizenship.
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Challenges	<p>a) General Program Implementation● Underreporting Due to Stigma: Despite having identification processes in place, some families are reluctant to disclose their housing status, which can delay the delivery of essential supports.</p> <ul style="list-style-type: none">● Limited Local Housing Options: Insufficient affordable or transitional housing in the surrounding area continues to be a significant barrier to long-term stability for homeless students.● Resource Constraints: While supports are in place, there is a need for expanded access to funding and local services to meet the growing and increasingly complex needs of students and families experiencing homelessness. <p>b) Students and Adults Involved● Continuity of Instruction and Engagement: Homeless students may face frequent moves, inconsistent attendance, and emotional stressors that disrupt learning and engagement.</p> <ul style="list-style-type: none">● Capacity for Individualized Support: As needs increase, staff capacity to provide individualized, ongoing support for each McKinney-Vento-eligible student can become stretched, especially in small schools with limited personnel.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
 "100% transfer of FY25 Title IV, Part A funds."

Strengths	100% transfer of FY24 Title IV, Part A funds.
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Challenges	100% transfer of FY24 Title IV, Part A funds.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	<p>a) General Program Implementation ● Strategic Hiring and Staffing Processes: Social Circle City Schools has implemented structured staffing procedures that ensure qualified, certified educators are hired and placed based on identified school and student needs. The district's use of YOSS has streamlined the recruitment process and strengthened hiring efficiency.</p> <ul style="list-style-type: none"> ● Mentoring and Induction Supports: A comprehensive induction and mentoring program is in place for new teachers, which helps ensure early-career educators are well supported and retained. ● Professional Learning Aligned to Need: Ongoing targeted professional development is provided in areas such as differentiation, formative assessment, technology integration, and content-specific pedagogy, aligned with Effective Educator Practices. ● Teacher Leadership Development: The district's investment in teacher leader roles and coaching capacity, in collaboration with NEGA RESA, supports continuous improvement and instructional quality across schools. <p>b) Students and Adults Involved ● Access to Skilled Educators: Most students, regardless of school, are taught by appropriately certified and qualified educators, supporting the district's commitment to instructional equity.</p> <ul style="list-style-type: none"> ● Alignment with Portrait of a Graduate: Teachers are being trained to embed critical thinking, collaboration, and communication skills into instruction, ensuring alignment with Portrait of a Graduate competencies.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

Challenges	<p>a) General Program Implementation ● Recruitment and Retention in High-Need Areas: Recruiting certified teachers in hard-to-fill content areas (such as special education, math, and science) and retaining interventionists or support staff in Title I schools remains a challenge.</p> <ul style="list-style-type: none"> ● Staffing Stability in Highest-Need Schools: Although hiring practices are equitable, turnover or unfilled positions can disproportionately affect schools with higher concentrations of disadvantaged students, impacting consistency in instructional delivery. ● Substitute Teacher Pipeline: A persistent shortage of certified substitute teachers affects the ability to maintain high-quality instruction during staff absences, particularly in Title I schools. ● Limited Access to Advanced Training for All: Not all educators have equal access to job-embedded coaching or advanced certification pathways, which can hinder consistent implementation of high-leverage strategies across classrooms. <p>b) Students and Adults Involved ● Differentiated Support for Veteran Teachers: While new teachers benefit from mentoring, veteran teachers may need additional coaching or personalized professional growth opportunities to deepen instructional effectiveness and remain engaged in continuous improvement.</p> <ul style="list-style-type: none"> ● Variable Use of Effective Educator Practices: While professional learning is in place, the depth and consistency of implementation of core instructional practices—such as feedback, modeling, and formative assessment—vary across schools and classrooms.
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Title V, Part B - Rural Education

Strengths	Social Circle City School District does not qualify for Rural Education grants.
Challenges	N/A

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	A significant number of students are not meeting grade-level expectations in literacy, particularly within identified subgroups.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Despite improvement in early literacy performance, too many students—especially students with disabilities, English learners, and economically disadvantaged students—continue to score in the Beginning and Developing Learner level on Georgia Milestones ELA assessments. ACCESS data shows growth in language proficiency, but academic language acquisition is slow. There is limited movement into the Distinguished Learner range, and subgroup gaps persist. There is a need for consistent Tier 1 instruction, aligned to the Science of Reading and delivered with fidelity across grade levels, and more effective use of formative assessment data in planning.
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Overarching Need # 2

Overarching Need	Student performance in mathematics remains below proficiency across multiple grade levels, with subgroup disparities.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	While MAP, i-Ready, and Milestones math data show gradual improvement, the number of students achieving proficiency or above remains low, particularly in
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Overarching Need # 2

Additional Considerations	Grades 6–8 and among subgroups such as SWD and ELs. Collaborative planning practices and consistent use of high-impact strategies (e.g., modeling, conceptual understanding, and mathematical discourse) are not fully embedded across schools. There is a need for stronger alignment to the new Georgia Math Standards, greater support for Tier 1 math instruction, and increased access to math intervention and enrichment tools.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - A significant number of students are not meeting grade-level expectations in literacy, particularly within identified subgroups.

Root Cause # 1

Root Causes to be Addressed	Inconsistent delivery of high-quality, research-based Tier 1 literacy instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Teachers vary in their understanding and implementation of evidence-based practices aligned to the Science of Reading, leading to uneven instructional quality across classrooms.
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Root Cause # 2

Root Causes to be Addressed	Lack of effective collaborative planning focused on data-driven instruction and intervention.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Planning time is provided but not always used effectively to analyze student work,
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Root Cause # 2

Additional Responses	align instruction to standards, or adjust strategies based on data.
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Root Cause # 3

Root Causes to be Addressed	Inconsistent implementation of standards-based literacy instruction across content areas.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Literacy instruction is primarily ELA-focused; content-area teachers need support integrating reading and writing strategies into math, science, and social studies.
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Overarching Need - Student performance in mathematics remains below proficiency across multiple grade levels, with subgroup disparities.

Root Cause # 1

Root Causes to be Addressed	Inconsistent use of high-quality Tier 1 math instruction and limited alignment to new state standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Inconsistent use of high-quality Tier 1 math instruction and limited alignment to new state standards.
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Root Cause # 2

Root Causes to be Addressed	Collaborative planning is not fully leveraged for curriculum alignment and student support.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	PLCs often lack structure for analyzing math-specific data, identifying misconceptions, or planning differentiated instruction.
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Root Cause # 3

Root Causes to be Addressed	Limited use of standards-based instruction that supports conceptual understanding and problem-solving.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	There is a focus on procedural fluency without sufficient emphasis on math reasoning, discourse, and real-world applications, especially for struggling learners.
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District Improvement Plan 2025 - 2026



Social Circle City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Social Circle City
Team Lead	Lisa Wolaver
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A IDEA 611 IDEA 619
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 I, 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)	
<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	A significant number of students are not meeting grade-level expectations in literacy, particularly within identified subgroups.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inconsistent delivery of high-quality, research-based Tier 1 literacy instruction.
Root Cause # 2	Lack of effective collaborative planning focused on data-driven instruction and intervention.
Root Cause # 3	Inconsistent implementation of standards-based literacy instruction across content areas.
Goal	<p>Increase the percentage of students in all subgroups scoring at the Proficient or Distinguished Learner level on the Georgia Milestones ELA assessment by 5 percentage points and increase the percentage of students meeting or exceeding projected growth targets on i-Ready Reading by 10 percentage points by the end of the 2025-2026 school year.</p> <p>Equity Focus: Particular emphasis will be placed on reducing performance gaps for students with disabilities, English learners, and economically disadvantaged students by ensuring consistent access to high-quality Tier 1 instruction, culturally responsive practices, and targeted academic interventions aligned to the Science of Reading.</p>

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11

Equity Gap

Grade Level Span(s)	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	1. Implement a district-wide literacy framework aligned to the Science of Reading and lesson plan reviews aligned to the GA Standards. Train K–8 teachers on foundational components (phonemic awareness, phonics, fluency, vocabulary, comprehension), and monitor implementation through walkthroughs and lesson reviews.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Literacy framework document, PD attendance logs
Method for Monitoring Effectiveness	Literacy framework document, PD attendance logs
Position/Role Responsible	District Literacy Lead, Principals
Evidence Based Indicator	Promising

Action Step # 1

Timeline for Implementation	Others : August - October
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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)?	SoR Grant PL Opportunity; Benchmark Advance Year 2 PL; NEGA RESA
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Action Step # 2

Action Step	2. Use i-Ready and formative assessment data to guide instruction and tiered support Train teachers to interpret and apply data for grouping, re-teaching, and referral into Tier 2/3 supports. Implement consistent data team protocols.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	i-Ready reports, data team logs, student grouping charts
Method for Monitoring Effectiveness	i-Ready reports, data team logs, student grouping charts
Position/Role Responsible	Coaches, Principals, MTSS Teams
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

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)?	NEGA RESA
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Action Step # 3

Action Step	3. Provide targeted interventions and supports for SWD, EL, and ED students Use WIN time, tutoring, and small-group supports funded through Title I/IDEA. Ensure ELs receive coordinated support from general and ESOL teachers.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Intervention rosters, progress logs, and co-planning notes
Method for Monitoring Effectiveness	Intervention rosters, progress logs, and co-planning notes
Position/Role Responsible	Interventionists, ESOL Coordinator, Special Ed Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

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)?	
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Action Step # 4

Action Step	4. Strengthen collaborative planning and professional learning for literacy instruction Standardize weekly PLCs to focus on standards, student work, and data. Train teacher leaders and coaches to lead high-impact planning and instructional conversations.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC templates, coaching logs, agenda reviews
Method for Monitoring Effectiveness	PLC templates, coaching logs, agenda reviews
Position/Role Responsible	Instructional Coaches, Teacher Leaders, Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	5. Increase family engagement in literacy development Host literacy events with modeled strategies, promote use of Parent Resource Centers, and ensure materials are translated and accessible for multilingual families.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Event sign-ins, parent surveys, center usage logs
Method for Monitoring Effectiveness	Event sign-ins, parent surveys, center usage logs
Position/Role Responsible	Family Engagement Coordinator, Admin Teams
Evidence Based Indicator	Promising

Action Step # 5

Timeline for Implementation	Quarterly
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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)?	NEGA RESA
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student performance in mathematics remains below proficiency across multiple grade levels, with subgroup disparities.
Is Need # 1 also an Equity Gap?	
Root Cause # 1	Inconsistent use of high-quality Tier 1 math instruction and limited alignment to new state standards.
Root Cause # 2	Collaborative planning is not fully leveraged for curriculum alignment and student support.
Root Cause # 3	Limited use of standards-based instruction that supports conceptual understanding and problem-solving.
Goal	Increase the percentage of students in all subgroups scoring at the Proficient or Distinguished Learner level on the Georgia Milestones Mathematics assessment by five percentage points, and increase the percentage of students meeting or exceeding projected growth targets on i-Ready Mathematics by 10 percentage points by the end of the 2025-2026 school year. This goal specifically targets students with disabilities (SWD), English learners (EL), and economically disadvantaged (ED) students in Grades 3–8 and Algebra I, and is designed to reduce subgroup achievement gaps through improved Tier 1 instruction, standards-based planning, and professional learning aligned to the new Georgia math standards.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11

Equity Gap

Grade Level Span(s)	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	1. Provide targeted professional learning on high-quality Tier 1 math instruction aligned to the new Georgia math standards.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training rosters, PL evaluations
Method for Monitoring Effectiveness	Training rosters, PL evaluations
Position/Role Responsible	District Instructional Leaders, School Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Action Step # 1

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)?	NEGA RESA
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Action Step # 2

Action Step	2. Implement regular collaborative planning focused on standard unpacking, task alignment, and scaffolding for subgroups
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas/minutes, lesson plans
Method for Monitoring Effectiveness	PLC agendas/minutes, lesson plans
Position/Role Responsible	District Instructional Team, Principals, Teacher Leaders
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

Timeline for Implementation	Weekly
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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)?	NEGA RESA
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Action Step # 3

Action Step	3. Use i-Ready data and common formative assessments to monitor subgroup growth and adjust instruction
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	i-Ready reports, data team protocols
Method for Monitoring Effectiveness	MAP reports, data team protocols

Action Step # 3

Position/Role Responsible	Math Teachers, Data Teams, Admin Teams
Evidence Based Indicator	Demonstrate a Rationale

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)?	i-Ready; NEGA RESA
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Action Step # 4

Action Step	4. Expand use of conceptual and problem-based math tasks (e.g., Open Middle, 3-Act Tasks) in Tier 1 instruction
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom walkthroughs, lesson artifacts
Method for Monitoring Effectiveness	Classroom walkthroughs, lesson artifacts
Position/Role Responsible	Math Teachers, Principals, PL Instructors
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

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)?	NEGA RESA
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Action Step # 5

Action Step # 5

Action Step	5. Deliver intervention and enrichment during dedicated WIN or support blocks for students performing below proficiency
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Group rosters, progress monitoring logs
Method for Monitoring Effectiveness	Group rosters, progress monitoring logs
Position/Role Responsible	Teachers, Interventionists
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

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)?	GoMTSS/PBIS
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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)?	GoMTSS/PBIS
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Action Step # 6

Action Step	6. Share student progress and math strategies with families through workshops and school-home communications
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Event flyers, sign-ins, surveys
Method for Monitoring Effectiveness	Event flyers, sign-ins, surveys
Position/Role Responsible	Family Engagement Coordinator, Admin Teams
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Action Step # 6

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)?	Student Success Coordinator
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4. REQUIRED QUESTIONS

4.1 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>Stakeholders in Social Circle City Schools are highly valued and meaningfully engaged in planning and decision-making processes at both the school and district levels. Each school operates a leadership team that includes representation from teachers, students, paraprofessionals, parents, community members, business leaders, and higher education partners. These team members serve as liaisons to gather and reflect the input of the groups they represent, ensuring a broad and inclusive perspective in all planning efforts.</p> <p>Internal and external stakeholders are involved in the coordination and alignment of federal funds for school improvement planning, budget development, and family engagement activities. The district supports multiple structured avenues for ongoing stakeholder consultation, including School Governance Councils, Parent-Teacher Organizations (PTOs), Title I meetings, and both the Superintendent's Parent Advisory Council and Teacher Advisory Council.</p> <p>A continuous improvement cycle is followed, wherein data from all available sources—academic, demographic, perception, and process—is reviewed and analyzed by stakeholders to identify needs, monitor implementation, and inform revisions to system-wide and school-level plans. Stakeholder input is used to develop and refine the District Strategic Plan, school improvement plans, and the Consolidated LEA Improvement Plan (CLIP). This inclusive and collaborative approach ensures that planning reflects the community's priorities and that all voices are represented in shaping the direction of the school system.</p>
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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>To ensure equitable access to effective instruction, Social Circle City Schools has implemented a multi-pronged strategy that prevents low-income and minority students in Title I schools from being disproportionately served by ineffective, out-of-field, or inexperienced teachers. Each of the three equity indicators is monitored and addressed systematically:</p> <p>The district uses the Georgia Teacher Keys Effectiveness System (TKES) as a comprehensive performance evaluation framework. Effectiveness ratings are reviewed annually by school and subgroup to ensure equitable distribution. Principals receive ongoing training to provide actionable feedback and coaching support based on TKES results. Teachers rated ineffective are given individualized professional</p>
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Serving Low Income and Minority Children

	<p>growth plans, and are paired with mentors, instructional coaches, or teacher leaders to improve practice. The district's recruitment and retention strategies prioritize the hiring and support of highly effective educators, especially in Title I schools.</p> <p>Through proactive certification monitoring in collaboration with the HR Director, SCCS ensures all teachers hold appropriate credentials for their content areas. The district uses the GaPSC portal to track certification status and flags any out-of-field placements. If a short-term out-of-field placement is unavoidable (e.g., due to mid-year attrition), those teachers are assigned additional coaching, participate in content-specific professional learning, and are expected to pursue the required endorsements or certifications immediately. Title II-A funds may be used to support teachers in acquiring required credentials. SCCS defines "inexperienced" as teachers with fewer than three years of classroom teaching experience. The district monitors staffing patterns at each school to ensure that Title I schools do not carry a disproportionate share of novice teachers. When new teachers are hired at Title I schools, they are supported through a comprehensive Mentor and Induction Program, which includes monthly training, instructional coaching, and support in lesson planning and classroom management. In addition, building-level teacher leaders provide real-time support to novice educators through collaborative planning and modeling.</p> <p>Human Resources, School Improvement, and Federal Programs teams meet quarterly to review equity indicators and staffing data. Any equity gaps are addressed through reassignments, targeted professional learning, and support funded by Title II-A and other consolidated sources. These efforts reflect the district's commitment to ensuring that all students, regardless of income or background, have access to effective and well-prepared teachers in every classroom.</p>
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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>The Social Circle City Schools (SCCS) ensures that federal, state, and local resources are strategically invested in evidence-based professional learning aligned to clearly defined improvement priorities. These priorities are established through a comprehensive needs assessment (CNA) that includes in-depth analysis of student performance, perception, process, and demographic data, as well as extensive stakeholder input from families, teachers, school leaders, and community partners.</p> <p>All employees—certified and classified—receive professional learning tailored to their specific roles and needs to maximize their impact on student learning and system operations. These learning opportunities are designed using the latest research and aligned to the district's Strategic Plan, Portrait of a Graduate competencies, and Effective Educator Practices.</p>
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Professional Growth Systems

	<p>Through a long-standing partnership with Northeast Georgia RESA, SCCS provides ongoing leadership development for administrators, teacher leaders, and aspiring leaders. This support equips them to implement instructional reforms, monitor progress, and sustain improvements in instructional quality and school culture.</p> <p>To ensure ongoing job-embedded learning, the district structures common planning time within staff schedules, enabling collaborative planning, instructional coaching, and continuous reflection. Professional learning is embedded within the daily work through coaching cycles, walkthroughs, data protocols, and regular analysis of student work. SCCS has adopted a long-range professional learning plan that aligns annually with the system's improvement goals and includes built-in cycles for evaluation, reflection, and refinement. At the system level, district leaders participate in targeted learning experiences focused on instructional leadership, school improvement, MTSS, literacy, and equity.</p> <p>Through coordinated use of Title I-A, Title II-A, Title IV-A, and local professional learning funds, SCCS supports implementation with training stipends, substitute coverage, instructional materials, and external facilitators. Additionally, TKES/LKES evaluation data inform individualized support plans and help identify school-wide professional learning trends.</p> <p>Principals monitor teacher and student outcomes regularly to ensure that professional learning translates into improved practice. District leaders monitor school-wide implementation and support schools in achieving performance targets, ensuring that the investment in professional learning directly supports improved outcomes for students.</p>
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PQ – Intent to Waive Certification

<p>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)]</p>	<p>Yes</p>
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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 and Gifted 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>Yes, Social Circle City Schools will waive certification for all teachers (except Special Education and Gifted service areas in alignment with the student's IEP).</p>
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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>The minimum requirements will include a 4 -year college degree or clearance certification.</p>
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State and Federally Identified Schools

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>(1) Current Identification Status:As of the 2024–2025 school year, Social Circle City Schools does not currently have any schools identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under the Georgia Department of Education's accountability system. However, the district actively monitors performance data across all schools to proactively address any emerging performance concerns that may lead to identification in future years.</p> <p>(2) Support and Prioritization of Funds:If a school is identified for support in the future, the district is fully prepared to implement a responsive and equity-driven support system. SCCS will:</p> <ul style="list-style-type: none"> ● Prioritize funding from Title I, Part A; Title II, Part A; Title IV, Part A; and local resources to provide intensive support in areas of instructional coaching, collaborative planning, and leadership development. ● Conduct a root cause analysis in collaboration with school leaders and stakeholders to identify key areas for improvement related to student achievement, subgroup performance, and equity gaps. ● Develop and monitor a Comprehensive Support Plan or Targeted Support Plan that includes actionable goals, measurable outcomes, and timelines aligned to the school's CNA and SIP. ● Assign district-level instructional leaders and coaches to provide job-embedded support, data analysis assistance, and fidelity monitoring aligned to identified needs. ● Expand access to professional learning focused on Tier 1 instructional quality, use of formative assessment, MTSS, and equity-based instructional strategies. ● Support schools in strengthening family and community engagement, ensuring parents of students in identified subgroups are included in planning and progress monitoring. <p>District leaders will work in close partnership with the GaDOE School and District Effectiveness (SDE) division to ensure that all state-mandated interventions and supports are implemented with fidelity and monitored for impact. All actions will be aligned to the district's Strategic Plan, the Portrait of a Graduate, and the Effective Educator Practices Framework to ensure systemwide coherence and sustainability.</p>
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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>Social Circle City Schools (SCCS) is deeply committed to preparing students for college, career, and military pathways through a comprehensive and expanding Career, Technical, and Agricultural Education (CTAE) program. This initiative is fully integrated with academic instruction and aligned with in-demand career fields, supporting the district's broader vision as defined in the Portrait of a Graduate.</p> <p>Career awareness begins early, with elementary students engaging in counseling-led lessons, followed by middle school career exploration that prepares students to make informed pathway decisions at the high school level. At Social Circle High School, students are encouraged to select a pathway aligned with their interests and future goals. Current offerings include:</p> <ul style="list-style-type: none"> ● Agricultural Mechanics ● Therapeutic Services – Sports Medicine ● Web and Digital Design ● JROTC – Army ● Early Childhood Education <p>Each pathway emphasizes experiential learning, preparing students with industry-relevant, hands-on skills. Notably, the Agricultural Mechanics program was created in response to industry feedback from the district's CTAE Advisory Council and supported by a State CRE grant and Board of Education funds. The state-of-the-art agricultural lab mirrors current workforce environments and expectations.</p> <p>SCCS also places a strong emphasis on employability skill development. Students participate in career fairs, mock interviews, resume workshops, and a required senior capstone project that showcases their readiness for employment or postsecondary education. Capstone experiences assess students on professional competencies such as project execution, interview preparation, and portfolio development.</p> <p>The district's Work-Based Learning (WBL) Coordinator plays a pivotal role in placing junior and senior students in structured work settings aligned to their chosen fields, where they earn academic credit while building soft skills like collaboration, time management, and workplace communication. Additionally, SCCS hosts a College and Career Fair and promotes youth apprenticeships that offer supervised, real-world experience.</p> <p>Outcomes for CTAE participants are notably strong:</p> <ul style="list-style-type: none"> ● Students regularly outperform peers on End of Course (EOC) and End of Pathway Assessments (EOPA). ● Graduation rates for CTAE students exceed those of non-CTAE students, confirming the positive impact of career-aligned education.
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CTAE Coordination

	<p>Looking ahead, SCCS is focused on:</p> <ul style="list-style-type: none"> ● Recruiting more students into high-demand career pathways ● Expanding access to industry-recognized credentials ● Increasing partnerships for WBL, internships, and youth apprenticeships <p>Through ongoing collaboration with the Walton County Economic Development Authority and other regional stakeholders, SCCS is building a pipeline of future-ready graduates. These efforts directly support the district's Strategic Plan goals and ensure that students leave with the knowledge, skills, and real-world experience needed to thrive in the 21st-century workforce.</p>
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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>Social Circle City Schools (SCCS) is committed to fostering a positive, supportive learning environment that minimizes the use of exclusionary discipline practices and ensures equitable behavioral outcomes for all students. The district uses a multi-tiered approach to behavior support, emphasizing prevention, early intervention, and inclusive discipline practices aligned with our commitment to equity and whole-child development.</p> <p>Positive Behavioral Interventions and Supports (PBIS) is implemented district-wide to proactively teach and reinforce behavioral expectations. All schools use PBIS data systems to monitor behavior trends, track office referrals, and adjust strategies based on student needs. The district's PBIS Coordinator works closely with school teams to ensure fidelity of implementation and the use of Tier 2 and Tier 3 interventions for students who require additional behavioral support.</p> <p>Discipline data is routinely disaggregated by student subgroup, including race/ethnicity, students with disabilities, English learners, and economically disadvantaged students. This allows SCCS to identify disproportionality and target supports to schools or student groups experiencing higher rates of exclusionary discipline.</p> <p>Additional strategies include:</p> <ul style="list-style-type: none"> ● Restorative practices training to equip teachers and administrators with strategies to repair harm and rebuild relationships. ● Ongoing professional learning for all staff on trauma-informed practices, culturally responsive classroom management, and de-escalation techniques.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<ul style="list-style-type: none">● Use of behavior intervention plans (BIPs) and individualized supports for students with frequent or severe behavior needs, coordinated through MTSS and special education teams.● Behavior data review protocols embedded into school leadership meetings and Student Support Team (SST) processes to ensure proactive and equitable responses. <p>SCCS also partners with the Student Success Alliance and school counselors to address the root causes of behavior concerns through wraparound services, including mental health supports, mentoring, and family outreach.</p> <p>The district's approach is grounded in its Strategic Plan and Portrait of a Graduate, which promote compassionate communication, responsible citizenship, and social-emotional wellness. By emphasizing relationships, equity, and early intervention, SCCS is reducing reliance on exclusionary practices and ensuring that all students remain engaged in meaningful, supportive classroom learning.</p>
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational 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>Social Circle City Schools (SCCS) implements intentional, collaborative strategies to support successful student transitions from middle school to high school and from high school to postsecondary education or career pathways. These strategies are aligned with the district's Strategic Plan and Portrait of a Graduate, which emphasize life literacy, goal-setting, responsible decision-making, and college and career readiness.</p> <p>Middle to High School Transition To ensure a smooth transition into high school, SCCS implements the following strategies:</p> <ul style="list-style-type: none"> ● 8th to 9th Grade Bridge Programming: Rising 9th graders participate in orientation events, campus visits, and one-on-one advisement with school counselors to understand graduation requirements, pathway options, and academic planning. ● Career Pathway Exploration: Middle school students engage in structured career awareness activities through the counseling curriculum, guest speakers, and interest inventories. These experiences inform high school pathway selection aligned to the CTAE framework. ● Collaborative Advisement: School counselors work directly with students and families to develop four-year graduation plans during 8th grade, which are updated annually based on evolving interests and achievement data. <p>High School to Postsecondary Transition SCCS is committed to ensuring that students graduate with a clear, supported path to postsecondary success. Key initiatives include:</p> <ul style="list-style-type: none"> ● Dual Enrollment & Early College Access: The district partners with local institutions of higher education, including Georgia State University, Athens Technical College, and Georgia Military College, to offer dual enrollment opportunities for eligible students. These partnerships allow students to earn high school and college credit simultaneously, reducing financial barriers and promoting postsecondary persistence. ● Career Counseling and CTAE Pathways: All students select a career pathway, with opportunities in high-demand fields such as Healthcare, Business, Ag. Mechanics, Digital Design, and Early Childhood Education. Career counseling is integrated throughout the high school experience and includes student access to aptitude assessments (e.g., YouScience) and ongoing pathway advisement.
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Middle and High School Transition Plans

	<ul style="list-style-type: none"> ● Work-Based Learning and Capstone Projects: Juniors and seniors may participate in the district's robust Work-Based Learning (WBL) program, which offers supervised employment experiences aligned with their career goals. A required senior capstone project ensures every graduate has demonstrated employability skills, completed a resume and interview process, and reflected on their postsecondary plan. ● College and Career Advising: A dedicated College Advisor provides support for FAFSA completion, college applications, scholarship opportunities, and military enlistment processes, with a particular focus on underrepresented and first-generation college students. ● Partnerships with Employers and Economic Development Agencies: The district maintains strong relationships with the Walton County Economic Development Authority, local businesses, and regional workforce programs to create internships, apprenticeships, and community-based transition supports. <p>These coordinated efforts ensure that all SCCS students are well-prepared for the next phase of their academic or career journey and reflect the district's commitment to equity, access, and student-centered planning.</p>
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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>Social Circle City Schools (SCCS) is committed to ensuring smooth and developmentally appropriate transitions from preschool to kindergarten through intentional coordination with early childhood programs and proactive support for families and students. Our efforts are guided by the district's Strategic Plan and early learning goals aligned to the Georgia Early Learning and Development Standards (GELDS) and the Portrait of a Graduate competencies.</p> <p>SCCS collaborates closely with the Georgia Pre-K Program, private daycare centers, and Head Start programs in the region to align readiness expectations and share best practices. The district hosts kindergarten transition meetings that bring together preschool teachers, kindergarten teachers, and support staff to review developmental benchmarks, share student data (where appropriate), and discuss strategies that promote readiness for kindergarten routines and expectations.</p> <p>Each spring, SCCS offers a Kindergarten Round-Up and Registration Event where families and preschool students are invited to tour the school, meet kindergarten staff, and engage in orientation activities that</p>
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Preschool Transition Plans

	<p>reduce anxiety and build familiarity. Parents receive readiness checklists, strategies for home support, and guidance on fostering early literacy and numeracy skills.</p> <p>To ensure continuity of services, our special education department participates in transition planning meetings for children with disabilities, beginning at age 3. Individualized Education Programs (IEPs) are reviewed and revised in collaboration with families, preschool providers, and SCCS early childhood staff to support successful transitions into inclusive kindergarten settings.</p> <p>In addition, the district's Pre-K teachers—who are located on the elementary school campus—collaborate with kindergarten teachers throughout the year, including during joint PLCs, shared professional development, and cross-grade data reviews, to maintain a strong instructional continuum.</p> <p>SCCS is also preparing for the opening of a new PreK–6 elementary building in August 2025, which will further enhance collaboration among early childhood and elementary educators. This unified space will create more opportunities for cross-grade mentoring, aligned instruction, and smoother transitions for our youngest learners.</p> <p>By engaging families, aligning instruction, and fostering strong partnerships with early learning providers, SCCS ensures that preschool students enter kindergarten ready to learn, grow, and thrive.</p>
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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>Social Circle City School District does not have any Targeted Assisted Schools.</p>
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Title I, Part A – Educational Programs

Title I, Part A – Educational 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>Social Circle City School District operates two Title I schoolwide programs—Social Circle Primary School and Social Circle Elementary School. Both schools actively participate in the district's comprehensive needs assessment (CNA), which includes a thorough review of achievement data, stakeholder input, and resource allocation. This process is used to identify system-wide and site-specific needs and to shape schoolwide plans that support continuous improvement. The current overarching academic needs, as identified through the CNA, include improving student achievement in Mathematics and Literacy. (Please note for the 2025-2026 school year, SCPS & SCES will operate as one school Social Circle Elementary School serving PreK-6th grade students.)</p> <p>Title I-A funds are used to strengthen and enhance the instructional program at both schoolwide sites. These funds support:</p> <ul style="list-style-type: none"> ● Additional instructional staff, including certified teachers and instructional coaches, to reduce class size and provide more individualized support; ● A Parent Engagement Coordinator who promotes strong school-home partnerships and facilitates parent involvement aligned to the district's Family-School Partnership policy; ● Implementation of evidence-based instructional strategies aligned with the Georgia Standards of Excellence (GSE); ● Interventions delivered through WIN (What I Need) time blocks, after-school programs, and targeted tutoring; ● Professional learning and coaching aligned to high-impact instructional practices and the district's Effective Educator Practices framework. <p>Instructional services are available to all students; however, there is a particular focus on supporting students identified as most at risk for academic difficulty, including students with disabilities, English learners, and economically disadvantaged students. All students are instructed by highly qualified teachers, and instructional practices are monitored regularly through walkthroughs, coaching feedback, and student progress data.</p> <p>Currently, the district does not operate any Targeted Assistance Schools or serve students in institutions for neglected or delinquent children. If such needs arise in the future, the district will ensure that instructional programs for those students are aligned with Title I guidelines, and that students have equitable access to academic content and support services.</p> <p>Social Circle City Schools is committed to closing achievement gaps and promoting educational excellence through its Title I programs, with a strong emphasis on collaborative planning, equitable resource distribution, and family engagement.</p>
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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 Social Circle City Schools (SCCS) Board of Education is committed to ensuring the continuity of services for migratory children who relocate across states, countries, or school districts. This includes prompt coordination to support the transfer of educational and health records, reduce instructional disruption, and promote seamless academic transitions.</p> <p>SCCS utilizes the Georgia Department of Education's Occupational Survey (OS) as the primary tool to identify potentially migratory students. The survey is administered:</p> <ul style="list-style-type: none"> ● At the time of initial enrollment through centralized registration, and ● Annually at the beginning of each school year to all returning students. <p>All completed OS forms that meet initial eligibility indicators are submitted through the GaDOE portal to the Region 1 Office for further review and follow-up. SCCS collaborates with the ABAC Consortium staff and regional recruiters to verify eligibility and connect qualified families with available services.</p> <p>To support effective interstate and intrastate coordination, SCCS uses the Migrant Student Information Exchange (MSIX) as follows:</p> <ul style="list-style-type: none"> ● Within 48 hours of identifying a new migrant student, trained district staff access MSIX to retrieve relevant academic, medical, and program participation records to inform proper placement into courses, grade levels, and support services. ● For students exiting the district, SCCS staff—working with ABAC consortium partners—submit move notifications in MSIX to alert the receiving state or district and initiate a smooth service continuation. ● For incoming students, MSIX is used to request records, verify prior services, and ensure that academic credit and health support are continued without delay. <p>Designated personnel such as registrars, school counselors, interpreters, and MEP liaisons coordinate efforts to promote timely communication and accurate data sharing.</p> <p>SCCS maintains a close partnership with the ABAC Migrant Education Consortium and the GaDOE Region 1 MEP Office to:</p> <ul style="list-style-type: none"> ● Facilitate eligibility verification and recruitment,
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	<ul style="list-style-type: none"> ● Coordinate delivery of instructional and health services, ● Ensure timely and secure records transfer, and ● Monitor the academic progress and support needs of migratory students. <p>These coordinated efforts reflect SCCS's strong commitment to educational equity and stability for migratory children and youth, in alignment with federal requirements under Title I, Part C.</p>
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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 of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer. 	<p>The Social Circle City Schools Board of Education is committed to advancing student achievement through strong school-family partnerships and tailored support for migratory children and youth. As a member of the Georgia Migrant Education Program (MEP) Consortium, SCCS collaborates with the GaDOE MEP Regional Office to ensure eligible migrant students are identified promptly and served effectively with supplemental academic and non-academic supports during the regular year and summer.</p> <p>An Occupational Survey is administered at student enrollment and again annually to all returning students, printed in languages understood by migrant families. School staff coordinate with the Regional Office to confirm eligibility. Identified migrant families are informed about services such as ESOL, special education, gifted programs, preschool, health, and nutrition using translated resources provided by the MEP consortium.</p> <p>SCCS provides supplemental instruction for Priority for Service (PFS) students in reading, language arts, and mathematics using evidence-based strategies aligned to the Georgia Standards of Excellence (GSE). Instruction is designed to accelerate learning and close achievement gaps. Services are coordinated with Title I-A schoolwide supports and are available to all identified migrant students in PreK–5. Implementation is documented in school-level Title I plans, supported by federal program staff and reviewed for effectiveness annually.</p> <p>Preschool-aged migrant children receive school readiness services aligned to early literacy and numeracy goals. These supports are delivered by trained educators and evaluated using parent surveys and instructional schedules.</p> <p>SCCS ensures migrant families have access to health, nutrition, and social services through partnerships with local agencies such as the Walton County Health Department, DFCS, and the County Extension Office. Migrant parents are invited to family engagement events that</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>incorporate these resources and promote awareness of community supports.</p> <p>The district maintains coordination with the GaDOE Regional Office to serve non-enrolled migrant youth under the age of 21. These youth receive information and referrals related to education, employment, and healthcare. The district migrant liaison ensures outreach efforts are documented and services provided reflect OSY needs and status. The Director of Federal Programs evaluates all MEP-funded services through site visits, feedback from families and staff, and annual parent surveys. Input from needs assessment meetings guides the design and prioritization of services, ensuring responsiveness to both student performance data and stakeholder input.</p>
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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 procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>The Social Circle City School System (SCCS) is committed to improving graduation outcomes for students with disabilities through a multi-tiered approach focused on individualized support, transition planning, professional development, and system-wide monitoring. SCCS ensures that students are equipped with the academic, social, and career readiness skills needed to pursue successful post-secondary pathways in education, training, employment, and independent living.</p> <p>A. Post-Secondary Outcome Activities</p> <ol style="list-style-type: none"> 1. Individualized Transition Planning All students with disabilities participate in annual IEP Transition Plan meetings beginning no later than age 14. These meetings focus on the student's post-secondary goals and include assessments aligned to employment, education/training, and independent living. Plans are updated annually to reflect changes in student interests, strengths, and performance data. Person-centered planning guides course selection, vocational programming, work-based learning, and wraparound services. 2. Targeted Instructional Supports SCCS offers a continuum of services in inclusive, resource, and self-contained settings based on each student's Least Restrictive Environment (LRE). Targeted supports include Behavior Intervention Plans (BIPs), counseling, and social-emotional learning supports that foster engagement and minimize discipline removals. Instruction is aligned with Georgia Standards of Excellence and tailored to individual learning profiles. 3. School-Based and Community Collaboration The district's Career Technical Instruction (CTI) Coordinator provides academic and vocational support for students with disabilities enrolled in CTAE pathways and coordinates referrals to Vocational Rehabilitation (VR). The VR Counselor delivers job readiness training, job placement support, and transition services tailored to each student's post-school goals, ensuring continuity of services beyond graduation. <p>B. Professional Learning Activities SCCS prioritizes professional development aligned to IDEA compliance and transition best practices. All special education teachers receive annual training on:</p> <ul style="list-style-type: none"> ● Indicator 13 compliance and effective transition planning ● Development of measurable post-secondary goals ● Implementation of age-appropriate transition assessments ● Strategies for student-led IEPs and goal monitoring ● Integration of career readiness skills into instruction
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IDEA Performance Goals:

	<p>Newly hired teachers are mentored by experienced case managers and the department chair, promoting consistency in IEP development, implementation, and compliance.</p> <p>C. Monitoring and Fidelity Checks</p> <p>1. Case Manager and Department Chair Oversight Case managers conduct quarterly reviews of students' progress in academics, attendance, and behavior. Transcripts and credit accumulation are monitored closely to ensure alignment with diploma requirements. The department chair collaborates with case managers each quarter to evaluate the alignment of IEP services and course schedules to graduation pathways.</p> <p>2. Administrative Oversight and Continuous Improvement The Special Education Director meets quarterly with the department chair to review progress monitoring systems, analyze trends in graduation data, and ensure alignment of IEP transition goals with course placements. Root cause analysis is conducted for students at risk of not graduating.</p> <p>3. Counselor Collaboration and Transition Alignment School counselors and case managers work together annually to verify that students with disabilities are enrolled in courses aligned with their chosen diploma track—whether General Education, CTAE, Dual Enrollment, or Alternate Diploma.</p> <p>4. Data Evaluation Graduation rate data is disaggregated by disability category and subgroups (e.g., race, socioeconomic status) to guide strategic planning. Findings are integrated into the district's special education improvement plan, and transition outcomes are reviewed annually to refine programming and ensure equitable access for all students.</p>
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<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 support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>The Social Circle City School System (SCCS) is dedicated to improving early childhood outcomes and ensuring effective services for young children with disabilities, ages 3 through 5. The district implements a comprehensive early intervention and preschool special education program aligned with IDEA regulations, emphasizing proactive identification, inclusive service delivery, and strong family and community partnerships.</p> <p>Early Identification and Transition Procedures SCCS conducts annual community-wide Child Find screenings to identify children who may require early intervention or special education services. These screenings are widely publicized through school websites, social media, and flyers distributed at local daycares, pediatricians' offices, and school front offices. An online registration portal is also available to support ease of access for families.</p> <p>To support children transitioning from the state's Babies Can't Wait (BCW) early intervention program, SCCS begins planning before the child's third birthday. Joint meetings between SCCS and BCW staff, as well as families, are scheduled to ensure a smooth transition. The district ensures that Individualized Education Programs (IEPs) are developed and implemented within the required IDEA timelines to avoid</p>
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IDEA Performance Goals:

	<p>service disruption.</p> <p>Service Options and Inclusive SettingsThe district operates a dedicated Preschool Special Needs classroom located at the Social Circle Primary School, designed to deliver individualized and intensive instruction to students with identified disabilities. Based on each child's Least Restrictive Environment (LRE), services are also provided in general education Pre-K classrooms, local Head Start programs, licensed daycare centers, or home-based settings. Related services—including speech-language therapy, occupational therapy (OT), and physical therapy (PT)—are delivered either in inclusive settings or pull-out sessions, depending on the child's specific needs.</p> <p>Instructional Framework and CurriculumInstruction for preschool-aged students with disabilities is guided by the Georgia Early Learning and Development Standards (GELDS), which offer a developmental framework across five key domains: Physical Development and Motor Skills; Social and Emotional Development; Approaches to Play and Learning; Communication, Language, and Literacy; and Cognitive Development and General Knowledge. SCCS uses differentiated instructional kits aligned with these domains to ensure age-appropriate, engaging, and targeted learning experiences. Ongoing progress monitoring is used to evaluate student development and inform instructional adjustments.</p> <p>Staff and Program CoordinationA certified Preschool Special Education Teacher leads daily instruction and implements student IEPs. A collaborative team—including Speech-Language Pathologists, Occupational Therapists, Physical Therapists, and School Psychologists—provides comprehensive services and supports. The Special Education Director oversees compliance with IDEA regulations, the transition process, and interagency coordination. School registrars and interpreters also support communication and engagement with multilingual families, ensuring full participation in the IEP process.</p> <p>Community Partnerships and Interagency CollaborationSCCS maintains a strong partnership with Babies Can't Wait and coordinates closely with local daycares, pediatricians, and community organizations to ensure early identification and outreach. These collaborations support a seamless entry into the school system for young children who may need special education services.</p> <p>Professional DevelopmentPreschool special education staff participate in regular professional learning through the Georgia Department of Education and the Georgia Learning Resources System (GLRS). Topics include compliance with IDEA, effective early childhood instructional practices, differentiated instruction, and implementation of developmentally appropriate interventions.</p> <p>Family EngagementSCCS places a high priority on engaging families in the special education process. Parents are active participants in transition meetings and IEP development. Resources aligned to GELDS are provided in accessible, family-friendly formats. SCCS also solicits parent feedback through surveys to inform continuous program improvement and shares information on community-based services and tools to support children's development at home.</p>
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IDEA Performance Goals:

	Through these comprehensive procedures and partnerships, SCCS ensures that young children with disabilities receive timely, equitable, and high-quality early learning services, laying the foundation for lifelong success.
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<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>The Social Circle City School System (SCCS) continually works to improve the provision of FAPE for all students with disabilities. All children with disabilities between the ages of 3 through 21 residing in the SCCS district are entitled to a free appropriate public education. This includes students who are suspended, expelled, or incarcerated within the district's attendance zones. Special education and related services are provided at no cost to eligible students with an active IEP and continue until their 21st birthday year or until age 22 if they remain eligible and have not graduated with a regular high school diploma. Training for Teachers on IEP/Eligibility Procedures and Instructional Practices SCCS ensures teachers are trained annually in IEP development, eligibility determination aligned to IDEA and Georgia Rule, and in implementing specially designed instruction. Professional learning is coordinated through partnerships with RESA and GaDOE and is aligned to both teacher evaluations (TKES) and system improvement priorities. General education teachers also receive training in the implementation of accommodations, co-teaching strategies, and instructional differentiation to meet the diverse needs of students with disabilities.</p> <p>Ensuring the Least Restrictive Environment (LRE) SCCS follows a structured process for IEP placement decisions based on student performance data and required supports. Students are placed in the least restrictive environment (LRE) possible, with access to supplementary aids and services to facilitate their inclusion in general education settings. The district offers a full continuum of placement options, including general education with support, co-taught classrooms, resource rooms, and specialized classrooms for intensive needs, as well as home- and hospital-based instruction when necessary.</p> <p>Continuum of Services for Students with Disabilities (SWDs) All SCCS students with disabilities have access to the general curriculum and the same educational opportunities as their non-disabled peers. Services include inclusion/co-taught models, pull-out support, and intensive small group instruction as outlined in their IEPs. SWDs are encouraged and supported to participate in CTAE programs, art, music, PE, extracurriculars, field trips, and advanced coursework (e.g., dual enrollment and AP), with accommodations provided.</p> <p>Communication of Accommodations and Modifications IEP accommodations and modifications are shared with all instructional staff who serve students with disabilities. This is facilitated through secure digital platforms and reinforced through case manager support and collaborative planning meetings. Teachers are expected to review and implement these supports with fidelity, and case managers monitor usage and student progress toward goals.</p>
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IDEA Performance Goals:

	<p>Supervision and Monitoring of FAPE Implementation The Special Education Director oversees FAPE implementation and ensures procedural compliance across the district. Department chairs support case managers by monitoring service delivery and instructional effectiveness. Case managers collaborate with general educators, track student data, and adjust supports as needed. The district conducts regular internal audits of IEPs and instructional delivery and uses student outcome data to guide decision-making and continuous improvement.</p> <p>SCCS is committed to ensuring that all students with disabilities have equitable access to high-quality instruction and necessary supports that prepare them for postsecondary success.</p>
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<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 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>The Social Circle City School System (SCCS) is committed to maintaining full compliance with federal and state regulations under the Individuals with Disabilities Education Act (IDEA). SCCS ensures timely data reporting, consistent correction of noncompliance, and rigorous procedural adherence through a comprehensive system of training, monitoring, and supervision.</p> <p>A. Procedures to Ensure Timely and Accurate Data Submission SCCS has established clear procedures for timely and accurate submission of special education data to the Georgia Department of Education (GaDOE). The Special Education Director monitors the GO-IEP dashboard daily to oversee compliance with federally mandated timelines for initial eligibility determinations, reevaluations, and IEP meetings.</p> <p>A collaborative evaluation tracking system is maintained by the Special Education Director, the school psychologist, and the special education secretary. This centralized spreadsheet allows the team to monitor evaluation due dates and proactively follow up with schools to prevent delays. The Special Education Director meets with school psychologists at least twice per quarter to discuss upcoming deadlines, verify data entries, and resolve documentation issues.</p> <p>B. Procedures for Correcting Noncompliance SCCS follows a corrective action process when instances of noncompliance are identified through internal monitoring, self-assessments, or state reviews. Case managers are expected to correct identified issues within the required one-year timeline. The Director reviews all compliance data related to IEP development, transition planning, and service delivery. Affected IEPs are amended as needed, and follow-up meetings are scheduled to verify resolution.</p> <p>IEPs flagged for compliance concerns (e.g., missing components, misaligned services, or non-measurable goals) are reviewed by the department chair and the Director, and immediate guidance is provided to the case manager. Transition plans are evaluated to ensure alignment with Indicator 13 standards and updated with measurable post-secondary goals as needed.</p> <p>C. Professional Learning for Compliance SCCS offers ongoing professional development to support teachers, administrators, and</p>
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IDEA Performance Goals:

	<p>support staff in maintaining compliance with IDEA. Training is embedded in:</p> <ul style="list-style-type: none"> ●Monthly Special Education Department Chair Meetings– Updates are shared from GaDOE Directors' Webinars, weekly emails, and the Local Special Education Area Consortium (LSEAC). ●Beginning-of-Year Orientation for New Special Education Teachers– Includes hands-on training in the GO-IEP platform, timeline management, and eligibility documentation. ●Targeted Support and Technical Assistance– One-on-one coaching is provided by the Director as needed based on monitoring data or teacher requests. <p>Topics addressed include the legal foundations of IDEA, compliance in IEP development, data collection practices, and use of GO-IEP tools to ensure timely documentation.</p> <p>D. Supervision and Monitoring ProceduresThe Special Education Director provides direct oversight of all compliance-related procedures through:</p> <ul style="list-style-type: none"> ●Daily monitoring of GO-IEP timelines and notifications ●Quarterly transcript reviews for students with IEPs to verify accurate course placements and alignment to graduation tracks ●Internal IEP auditsconducted periodically to assess compliance and fidelity of service delivery ●Monthly check-inswith department chairs and school-level teams to support consistent implementation of IDEA processes <p>Additionally, building administrators are included in monitoring cycles to support school-based implementation and accountability. Through consistent collaboration, data-driven monitoring, and proactive professional learning, SCCS ensures that all aspects of special education services meet or exceed federal and state compliance expectations. This structured and transparent approach supports positive outcomes for students with disabilities while upholding the district's legal and ethical responsibilities.</p>
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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>100% transfer of FY25 Title IV, Part A funds.</p>
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<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>100% transfer of FY25 Title IV, Part A funds.</p>
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<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>100% transfer of FY25 Title IV, Part A funds.</p>
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<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>100% transfer of FY25 Title IV, Part A funds.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

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.	100% transfer of FY25 Title IV, Part A funds.
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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>Social Circle City Schools (SCCS) implemented targeted teacher development in evidence-based literacy practices, especially around the Science of Reading, formative assessments, and instructional delivery. These efforts led to increased alignment with the Georgia K-12 literacy standards, improved instructional quality, and better student outcomes as reflected in MAP growth data and reduced subgroup disparities.</p> <p>However, while notable gains were made, particularly in literacy proficiency and teacher instructional capacity, persistent performance gaps remain between demographic subgroups. Therefore, although interventions were effective, they require adjustment to refine impact and continue progress.</p> <p>Planned Adjustments:</p> <ul style="list-style-type: none"> ● Increase frequency and depth of job-embedded coaching cycles. ● Deepen use of formative assessment data to tailor instruction. ● Expand access to culturally relevant, inclusive curriculum materials. ● Enhance collaborative planning and professional learning teams (PLCs). ● Monitor implementation through i-Ready, Milestones, walkthroughs, and subgroup data analysis. <p>These adjustments aim to improve differentiated instruction, ensure fidelity of implementation, and accelerate growth for all students—especially those in historically underserved groups.</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>Social Circle City Schools (SCCS) successfully implemented key components of the prior year’s Equity Action Plan with a focus on improving literacy outcomes through equitable instructional practices. The district provided targeted professional learning on the Science of Reading, formative assessment use, and differentiation strategies. Instructional coaches supported implementation through job-embedded coaching and collaborative planning sessions, helping to increase the quality and consistency of Tier 1 instruction across grade levels. As a result, SCCS observed positive trends in student growth data, particularly in literacy, and a narrowing of achievement gaps for some</p>

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

	<p>student subgroups. However, equity gaps persist, indicating that while the intervention was effective, refinements are needed. To build on this momentum, the district will enhance data-driven instruction, increase access to culturally relevant materials, and strengthen fidelity checks through walkthroughs and progress monitoring tools.</p> <p>These outcomes demonstrate meaningful progress toward equity goals, while also guiding the necessary adjustments to sustain and deepen impact in the coming year.</p>
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<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>Social Circle City Schools (SCCS) implemented focused strategies to address student achievement gaps in mathematics, including increased use of formative assessment data, targeted small-group instruction, and aligned collaborative planning. These efforts yielded positive growth trends and improved instructional coherence across classrooms. However, subgroup performance disparities—particularly among economically disadvantaged students and students with disabilities—persist. This suggests that while the equity-focused interventions were effective, they require refinement to further reduce the achievement gap.</p> <p>Planned adjustments will include:</p> <ul style="list-style-type: none"> ● Deepened integration of the new Georgia math standards into Tier 1 instruction. ● More intensive support during WIN (What I Need) time and intervention blocks. ● Additional training for teachers on conceptual math instruction and scaffolding strategies. ● Increased use of data teams to analyze subgroup progress and adjust instructional approaches. <p>These enhancements will help SCCS strengthen the impact of existing strategies while continuing to advance educational equity for all students.</p>
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<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>Social Circle City Schools (SCCS) successfully implemented the prior year’s Equity Action Plan to address disparities in student mathematics achievement, with a specific emphasis on aligning instruction to the new Georgia K-12 Mathematics Standards. The district prioritized the use of high-quality, standards-aligned instructional materials and embedded professional learning to support teachers in delivering rigorous, concept-based math instruction.</p> <p>Strategies such as the expanded use of formative assessment data (e.g., MAP Growth), targeted small-group instruction, and collaborative planning focused on standard unpacking and task implementation were</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	<p>central to the plan. These actions led to improved instructional alignment, greater differentiation for diverse learners, and enhanced teacher confidence in delivering the new standards. As a result, SCCS observed positive trends in student growth and proficiency, especially in early grade levels and among subgroups receiving targeted support. The Equity Action Plan proved effective, and the district will maintain and strengthen these strategies moving forward to further reduce achievement gaps and support continued improvement in mathematics outcomes.</p>
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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



Social Circle City Schools
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770-464-2731
www.socialcircleschools.com
Family Engagement Plan 2025-2026
Revised 6/9/25
Title 1 Director: Dr. Lisa B. Wolaver
FEC: Yolondias Colquitt

What is Family Engagement?

Family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1010 of the ESSA.

Family Engagement Policy

In support of strengthening student academic achievement, Social Circle City Schools, which is 100% highly qualified, has developed this district parental engagement policy along with leadership, Parent Advisory Council, and all stakeholders that establishes the district's expectations for family engagement and guides the strategies and resources that strengthen school and parent partnerships in Social Circle Elementary(SCES) School. This plan will describe Social Circle City Schools' (SCCS) commitment to engage families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more. Title I, Part A provides for substantive parental involvement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1010 of the Every Student Succeeds Act of 2015 (ESSA) contains the primary Title I, Part A requirements for schools and school systems to engage parents in their children's education. Consistent with Section 1010, the SCCS will work with Social Circle Elementary to ensure that the required school-level parental engagement policies meet the requirements of Section 1010(b) and each include, as a component, a school-parent compact consistent with Section 1010(d) of the ESSA.

Jointly Developed

During the months of March, April, and May, all parents were invited to participate and provide suggestions and ideas to improve the family engagement plan for the 2025-2026 school year. All parents were invited to meetings via flyers, Dojo, phone recordings, Infinite Campus messages, weekly and monthly newsletters, Facebook, and the school marquee. Additionally, SCES will use the School Council, faculty, leadership team, Parent Advisory Council (PAC), fall and spring needs assessment surveys, and PTO to review the parental engagement policy before the end of the school year.

Upon final revision, the parental engagement policy was incorporated into the CLIP, which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time during the school year. All feedback received was included in the policy for this school year.

The district and school-level parental engagement policy was posted on the district and school websites, distributed on the first day of school, and made available during the annual Title I school meetings. It was also posted in the schools' parent resource centers, which are open Monday through Friday, 7:30 am-5:30 pm.

Strengthening Our School

This year, the Family Engagement Coordinator (FEC) will provide assistance and support to Social Circle Elementary School to ensure that parental engagement requirements are being met and that parent engagement strategies and activities are being implemented. Social Circle Elementary School will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold meetings and trainings with the Social Circle Elementary principal and staff to review family engagement plans and activities. Additionally, the district will host a parent café in April for principals and the FEC to review parental engagement requirements and plan opportunities for parental engagement activities and meetings for the upcoming school year.

Reservation of Funds

The district will provide clear guidance and communication to assist in developing an adequate parental engagement budget that addresses the needs assessment and parent recommendations.

Social Circle Elementary School will host a series of information sessions in March, April, and May to gather input from all parents and conduct a needs assessment, which will be distributed to all parents at SCES.

Opportunities for Parent Consultation

Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend all meeting opportunities to share their ideas and suggestions on how to help the district, schools, and students reach our student academic achievement goals. Social Circle Elementary has an open-door policy, and parents are encouraged to request a meeting at

any time the need arises. SCES will work with the parents to schedule the meeting at a mutually agreeable time for all parties involved.

Parent input on the use of Title I funds to support parental engagement programs may also be provided through school surveys. The survey will contain questions related to the parental engagement budget as well as a section for parents to provide their comments.

If you are unable to attend these meetings? Please contact Yolondias Colquitt, our Family Engagement Coordinator (FEC), via email at Yolondias.Colquitt@socialcircleschools.org or by phone at 770-464-2664. Social Circle City Schools has an open-door policy and is always willing to meet with parents to accommodate their various schedules.

Family Engagement Evaluation

SCES will conduct an evaluation of the content and effectiveness of this parental engagement policy and the parental engagement activities to improve the academic quality of Social Circle Elementary through an annual parent survey and parent input meetings

During the months of October and April, each Title I school will send home a survey for parents to provide valuable feedback regarding the parental engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the two annual surveys, SCES will host parent meetings to facilitate group discussions to discuss the needs of parents and to design strategies for more effective parental engagement.

SCCS will use the findings from all parental input and the survey results to design strategies that improve effective parental engagement, remove possible barriers to parent participation, and revise its parental engagement policies.

This parental engagement policy has been jointly developed and agreed upon with parents of children participating in Title I, Part A programs, as evidenced by the collaboration between parents and the school.

Building School and Family Capacity

SCCS will build the schools' and parents' capacity for strong parental engagement, in order to ensure effective engagement of parents and to support a partnership among the parents and the community to improve student academic achievement through the following:

We will promote and support parents as an essential foundation of the school, thereby strengthening the school and helping us reach our goals. Teachers, parents, and students work together to form and follow a written compact that outlines how each will collaborate to achieve academic goals.

We will involve parents in the development and annual review of the system level policy/plan under section 1010 of the ESSA and to provide a comprehensive range of opportunities for parents to become involved in the design, operation and evaluation of the Title 1 program through School Council, Parent Advisory Council, surveys, PTO etc. for parents to provide commendations, criticisms, suggestions regarding the Title 1 program. The Family Engagement Coordinator (FEC) will also distribute vital information on parent engagement and opportunities for all parents to provide critical feedback on the successful integration of parental engagement strategies into all aspects of our parents' and students' education.

We will involve parents in the school review and improvement process through district parent meetings, surveys, the Teacher Advisory Council, the Parent Advisory Council, the PTO, an open-door policy, and academic nights at school.

We will provide all parents with information about the Title 1 program to assist them in understanding their child's eligibility for the program and the tenets of a school-wide Title 1 program. This information will be shared during the Annual Title 1 meeting, through Title 1 brochures, on the website, and at the Parent Resource Center.

We will support parents efforts by providing training and materials as needed (parenting workshops, literacy training, education/child development/health/safety information/ages and stages of development) so that they may effectively work with their children with their academics at home that have been taught at school, thus improving the whole child's overall achievement.

We will coordinate and integrate parent engagement strategies in Part A with parental engagement strategies under the following other programs: Early Intervention Programs.

We will provide necessary coordination, technical assistance, resources, and other support to assist Title 1, Part A schools in planning and implementing effective parental engagement to improve student academic achievement and school performance, including training teachers, administrators and other staff members involved in the Title 1 program to work effectively with all parents.

We will communicate and consult with parents regularly (through conferences, PTO meetings, Open Houses, Curriculum Nights, Academic Nights, parent volunteers, progress reports, report cards, weekly folders, and agendas) to ensure that each child's academic progress can be closely monitored at both school and home.

We will conduct workshops for parents in such areas as understanding the National Educational Goals, Georgia's Performance Standards and student performance within the Georgia Performance Standards, school improvement initiatives, the Title 1 school-wide project, state and local assessments, expectations for involvement of parents for all students, how to monitor their child's progress, and how to work with educators.

We will conduct, with the engagement of all parents, an annual evaluation of the content and effectiveness of this parental engagement policy in improving the quality of its Title 1, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental engagement activities (with particular attention to economically disadvantaged parents, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or who are parents of migratory, homeless, neglected or delinquent children). Social Circle City Schools will use the findings of the evaluation about its parental engagement policy and activities to design strategies for more effective parental engagement and to revise, if necessary (and with the engagement of parents), its parental engagement policies.

Accessibility

In carrying out the parental involvement requirements established by Section 1010 of the ESSA, the parent engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Social Circle City Schools adopted this policy on June 9, 2025, and it will take effect for the 2025-2026 academic year. The school district will distribute this policy to all parents of participating Title I, Part A children by August 31, 2025.



Georgia Department of Education

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Georgia Department of Education (GaDOE)
Title I, Part C – Education of Migratory Children
Local Identification and Recruitment (ID&R) Plan

School District: *Social Circle City Schools*

School Year: *2025-2026*

All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned with the state and regional ID&R plans.

I. ID&R Planning and Implementation

1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
GAMEP Consortium Coordinator will meet once a semester and summer with Consortium Specialist to monitor the implementation of the ID&R plan and to review collaboration with MEP Regional State Recruiters.
2. Describe how the district will manage and coordinate year-round (regular school year and summer) and ongoing recruitment efforts for enrolled and out-of-school youth (OSY), including pre-school aged children? Describe how staff's schedules will be flexible during peak periods of agricultural activity, visits to seasonal and temporary work sites such as farms, packing sheds, and meat processing plants; such as poultry, beef, or lumber mills. Include a narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.
GAMEP Consortium staff will designate monthly recruitment efforts. Recruitment efforts will be based on peak periods of agricultural activity in each consortium district, leads of new possible migrant families through constant communication with current migrant families, and by following up with parent occupational surveys from school district. Recruitment efforts and contacts will be documents. GAMEP Consortium staff are assigned specific districts to provide services and recruit on an on-going basis year-round, while working flexible hours to meet the needs of the migrant population. The Consortium Coordinator and staff will be updating the ID&R activities listed in the ID&R checklist as applicable to the GAMEP Consortium.
3. How will the district coordinate with regional and state MEP staff to identify and contact potentially eligible migratory families, target enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
GAMEP Consortium LEAs will forward Occupational Surveys of potentially eligible migrant students to consortium staff and MEP Regional offices. The surveys will be forwarded through the GaDOE Portal to the State MEP recruiters. Consortium staff and/or recruiters will follow up with families within two days. If consortium staff is unable to reach or locate the family within the two-day period, they will coordinate with the State recruiters. State recruiters will assist if family/OSY are not found after two days. Program Specialist and State Recruiters will communicate weekly or as often as needed. COEs will be completed in a timely manner, preferable with the two-day period. This is an ongoing process.
4. How will the district contact eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
GAMEP Consortium staff will contact currently eligible migrant families during the resign process in August. If the family made a qualifying move, a new COE will be completed and submitted to the MEP Regional Office. Program Specialists will also contact families that are scheduled to reach End-of-



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Eligibility to determine if a qualifying move has taken place within the previous 36 months. If so, a new COE will be completed and submitted prior to the EOE date. If a currently eligible family makes a qualifying move during the school year ((during holidays and breaks) and returns, the Program Specialists will interview the family to determine if a new COE is needed. These practices are ongoing.

5. How will the district ensure the occupational survey (completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow-up to identify potential migratory children and youth? Include a reference that MEP's contact or a designee will review to ensure that the form in use is the most recently updated version. Include a reference to training local school staff on the process.

GAMEP Consortium Staff will remind the LEAs via email of their responsibility and accountability of ensuring that they provide the latest Occupational Survey Form to all returning and new students as part of the registration process and back to school packets at every school site. All LEA MEP contacts are responsible for notifying all school personnel of this process. When both "yes and one or more boxes from 1 to 7 is/are checked, the LEA will forward the survey or send it via GaDOE portal to the corresponding Regional MEP office and Consortium staff. If family/OSY are not found after two days, State Recruiters will be contacted to assist and locate and interview the family. Consortium Specialist will follow up with the state/regional recruiter to ensure and document the occupational survey has been completed. This is an on-going practice. The consortium coordinator or program specialist designee will review to ensure that the form is in use at the different Consortium LEAs. The Consortium Coordinator will be responsible for sending a reminder to all participating LEAs to send the Occupational Surveys to the MEP regional offices. All MEP consortium staff will attend the yearly MEP ID&R trainings.

6. How will the district coordinate with other agencies and organizations and/or gather resources to build a recruitment network to identify potentially eligible migratory participants?

GAMEP consortium staff will work collaboratively with the GAMEP State Recruiters, local migrant families, local farmers, and other agencies to identify potential migrant participants. Consortium staff will recruit jointly with State recruiters to build their recruitment network in the various consortium school districts. Program specialists will leave pamphlets at local restaurants, stores, day cares, head start programs, health department, etc. in their assigned LEAs to encourage families to contact the Specialist for more information on Migrant Education Services.

II. School District/Local Agricultural Information

1. How will the district create and/or maintain a current local agricultural or employment locations map containing profiles of employers, if applicable, agricultural activities, crops, and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).

A directory database of agricultural employes and activities for each consortium district will be maintained in the GAMEP consortium internal shared drive. Due to the GAMEP consortium covering over 100 school districts, information for the directory database will be gathered from the GAMEP agricultural activities map and through information gathered by the consortium district contact. The GAMEP consortium staff will ask the consortium LEA contact to send a list of agricultural farms and employees located at each district. The directory will be reviewed once per semester by the GAMEP consortium staff.

2. How will the district create and/or maintain a local residential map that includes the areas/neighborhoods and labor camps/apartment complexes where migratory families may reside? Please explain how this information will be updated during the year (each semester minimum).

GAMEP consortium will maintain a map with the locations of migrant participants' residences or areas where the families may reside in the consortium districts. The Consortium Coordinator will update this information with current participants addresses which can be mapped via Google Map for the specialist to



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follow with the use of their cell phone. The information will be updated at least once per semester, or as often as needed.

3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops, and growing seasons to identify potentially new eligible migratory families?
GAMEP consortium program specialists will work collaboratively with the GAMEP State Recruiters to contact employers in the assigned areas each semester to update information and inquire about potentially new migrant participants. Using the directory information, employers or farm contractors will be contacted via email, phone, or letter of introduction with a list of services that the consortium provides to potentially eligible participants.

4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).
The information will be stored electronically in the GAMEP consortium office, saved in the shared drive, access via computer login identification and password, and mapped via approval of the Director of Multicultural Education and Office of Technology Services.

DISCLAIMER

The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.

Reminders

- All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx> and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.
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- Remember that your local agricultural map must include information unique to your area and complement the Georgia MEP State agricultural map with information not currently identified/found in it.

Agreement

I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and or monitoring purposes throughout the current school year.

Created by: *Dr. Juanasha Watkins* Submitted by: *Dr. Juanasha Watkins* Date created: *June 23, 2025*



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Georgia Department of Education (GaDOE)
Title I, Part C – Education of Migratory Children
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3. How will the district coordinate with regional and state MEP staff to identify and contact potentially eligible migratory families, target enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
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follow with the use of their cell phone. The information will be updated at least once per semester, or as often as needed.

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GAMEP consortium program specialists will work collaboratively with the GAMEP State Recruiters to contact employers in the assigned areas each semester to update information and inquire about potentially new migrant participants. Using the directory information, employers or farm contractors will be contacted via email, phone, or letter of introduction with a list of services that the consortium provides to potentially eligible participants.
4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).
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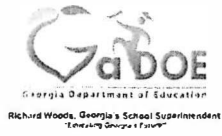
Reminders

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- Remember that your local agricultural map must include information unique to your area and complement the Georgia MEP State agricultural map with information not currently identified/found in it.

Agreement

I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and or monitoring purposes throughout the current school year.

Created by: *Dr. Juanasha Watkins* Submitted by: *Dr. Juanasha Watkins* Date created: *June 23, 2025*



FY26 Foster Care Transportation Plan

Local Educational Agency (LEA) Social Circle City Schools

Superintendent Name Jennifer Chatham

Mailing Address 147 Alcova Drive

Physical Address (if different from above) _____

City Social Circle

Zip 30025

Foster Care Point of

Contact (POC) Name Joslyn Holton

POC Email joslyn.holton@socialcircleschools.org

POC Mailing Address 154 Alcova Drive

City Social Circle

Zip 30025

POC Telephone (770)464-2611

POC Fax (770)464-4920

Jennifer Chatham

Superintendent Signature

06.27.25

Date

Jennifer Chatham

Print Name of Superintendent

FY26 Foster Care Transportation Plan

The Georgia Department of Education (GaDOE) is required to ensure the educational stability of children in foster care (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, GaDOE must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in GaDOE's student information system for information sharing and reporting purposes. On the local level, LEAs are now able to retrieve a list of children in foster care to better identify and provide services. LEAs are to continue collaborating with their local child welfare agencies and may periodically receive information directly from foster parents, Court Appointed Special Advocates (CASA), DFCS case workers, or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, GaDOE is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact. Please complete this plan and return it by:

Monday, June 30, 2025

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY26 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY26.

NOTE: In order to answer the questions below, refer to the Non-Regulatory Guidance: Ensuring Educational Stability and Success for Students in Foster Care.

I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:

1. Coordinate transportation with the local child welfare agency.
2. Implement steps to be taken if additional costs are incurred.
3. Execute the local dispute resolution process.

Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*

Social Circle City Schools and DFCS agree to the following no-cost plan:

1. Foster parents transport child to school of origin (within 25 miles round trip) and/or transports to nearest school transportation pick-up location.
2. LEA will follow existing plan for transporting children with disabilities when the foster child is disabled.

Social Circle City Schools and DFCS agree to the following cost-share plans:

1. LEA will re-route transportation to pick child up at nearest bus stop or at foster home and transport directly to school of origin or "transportation hub" and/or re-route to agreed upon point at district line (neighboring communities)
2. DFCS will arrange payment for Foster Parent for transportation farther than 25 miles round trip and/or utilize transportation companies for transporting further than neighboring communities.

Disputes will be resolved by System Superintendent and DFCS County Director.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*

Social Circle City Schools and DFCS will work cooperatively to ensure transportation is not a barrier to educational stability. If agreement is difficult, the following will occur:

1. Default to pre-determine LEA responsibility for costs incurred as the result of the re-routing of county buses while DFCS will assume responsibility for costs associated with reimbursing Foster Parents or contracting with transportation companies.
2. Initial transportation planning will occur at the lowest level between CM (DFCS POC) and SW (LEA POC), foster parents and CASA will be included as appropriate. Disputes will be forwarded to the Superintendent and DFCS Director for resolution.
3. Final determination of how to pay for additional transportation cost will be made by the LEA Transportation Department.
4. Daily attendance will not be impacted by transportation disputes between the LEA and DFCS. LEA will provide or arrange for transportation to and from school of origin during the dispute process

C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*



FY26 Foster Care Transportation Plan

Richard Woods, Georgia's School Superintendent
Ensuring Georgia's Future

The LEA District School Social Worker will serve as the point of contact that coordinates with the local DFCS. This individual will assume responsibility for streamlined communication and collaboration with DFCS, Case Mangers, and Educational Support Monitor (DFCS POC). Such collaboration will ensure the smooth implementation of provisions outline in the ESSA to include: thoughtful best interest determinations, appropriate and timely transportation plans, and immediate enrollment and record transfer. Additionally, the LEA POC will facilitate training for LEA staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in the LEA; and ensure effective and confidential data collection and sharing.

II. Foster Care Transportation Plan: GUIDING QUESTIONS

A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:

	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	No		
2. The LEA agrees to pay for the cost of such transportation.	No		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes		

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

In the event that additional transportation costs are unavoidable, Social Circle City Schools and DFCS will share transportation costs. The DFCS will assume financial responsibility for extraordinary costs such as contracting with transportation companies or paying foster parents to transport farther than 25 miles.

Social Circle City Schools will assume financial responsibility for cost associated with re-routing LEA.

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (*Similar to the McKinney-Vento requirement for students experiencing homelessness*). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.

Yes

Please limit the response to 1,000 characters.

N/A

ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

- The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.
- The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.
- The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.
- In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Social Circle City Schools
LEA Name

Jennifer Chatham
Printed Name of Superintendent

Jennifer Chatham
Signature of Superintendent
(Please sign in blue ink only)

Assistant/Acting Superintendent
Title

06.27.25
Date



**Social Circle Elementary School
2025-2026 Family Engagement Plan**

Principal: Dr. Maria Hargrove
Asst. Principal: Mr. Michael Wright
Asst. Principal: Dr. Demetrea Adderly
Asst. Principal: Dr. Megan Chaffin
Family Engagement Coordinator: Yolondias Colquitt

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Revised June 9, 2025

What is Family Engagement?

Family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1010 of the ESSA

Strengthening Our School

This year, the Family Engagement Coordinator (FEC) will assist and support Social Circle Elementary School in ensuring that parental engagement requirements are met and that parent engagement strategies and activities are implemented. Social Circle Elementary School will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold meetings and trainings with Social Circle Elementary principals and staff to review family engagement plans and activities. Additionally, the district will host a parent café in April for principals and the FEC to review parental engagement requirements and plan opportunities for family engagement activities and meetings for the upcoming school year.

Jointly Developed

During March, April, and May, all parents were invited to participate and provide suggestions and ideas to improve the family engagement plan for the 2025-2026 school year. All parents were invited to the meetings via flyers, Dojo, phone recordings, weekly and monthly newsletters, Facebook, school websites, and the school marquee. Additionally, SCES utilized its School Council, leadership team, Parent Advisory Council (PAC), and PTO to review the parental engagement policy before the end of the school year.

Upon final revision, the parental engagement policy was incorporated into the CLIP, which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time during the school year. All feedback received was included in the policy for this school year.

The district and school-level parental engagement policy was posted on the district and school websites, distributed on the first day of school, and made available during the annual Title I school meetings. It was also posted in the schools' parent resource centers, which are open Monday through Friday, 7:30 am-5:30 pm.

Family Engagement Policy

In support of strengthening student academic achievement, Social Circle Elementary School, which is 100% highly qualified has developed this parental engagement policy with faculty, leadership, Parent Advisory Council/School Council, PTO and all parents that establishes the district's expectations for parental engagement and guides the strategies and resources that strengthen school and parent partnerships in Social Circle Elementary School. This plan outlines SCCS's commitment to engaging families in their children's education and building the capacity to implement family engagement strategies and activities that support district and student academic achievement goals.

When schools, families, and communities collaborate to support learning, children tend to perform better in school, stay in school longer, and enjoy their educational experience more. Title I, Part A provides for substantive parental involvement at every level of the program, including the development and implementation of the district and school plan, as well as the carrying out of district and school improvement provisions. Section 1010 of the Every Student Succeeds Act of 2015 (ESSA) contains the primary Title I, Part A requirements for schools and school systems to engage parents in their children's education. Consistent with Section 1010, the SCCS will work with Social Circle Elementary School to ensure that the required school-level parental engagement policy meets the requirements of Section 1010(b) and each includes, as a component, a school-parent compact consistent with Section 1010(d) of the ESSA.

Reservation of Funds

The district will provide clear guidance and communication to assist Social Circle Elementary School in developing an adequate parental engagement budget that addresses their needs assessment and parent recommendations.

Social Circle Elementary School will host a series of information sessions in March, April, and May to gather input from all parents. A needs assessment will also be distributed to parents at Social Circle Elementary School.

Parent and Family Engagement Evaluation

SCES will conduct an evaluation of the content and effectiveness of this parental engagement policy and the parental engagement activities to improve the academic quality of Social Circle Elementary through an annual parent survey and parent input meetings

During the months of October and April, Social Circle Elementary School will send home a survey for parents to provide valuable feedback regarding the parental engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the fall and spring annual surveys, SCES will host parent meetings to facilitate group discussions to discuss the needs of parents and to design strategies for more effective parental engagement.

SCES will use the findings from all parental input and the survey results to design strategies that improve effective parental engagement, remove possible barriers to parent participation, and revise its parental engagement policies.

Opportunities for Parent Consultation

Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend all meeting opportunities to share their ideas and suggestions on how to help the district, schools, and students reach our student academic achievement goals. SCES has an open-door policy, and parents are encouraged to request a meeting at any time that the need arises. SCES will work with all parties involved to arrange a meeting at a mutually agreeable time.

Parent input on the use of Title I funds to support parental engagement programs may also be provided through school surveys. The survey will contain questions related to the parental involvement budget as well as a section for parents to provide their comments.

If you are unable to attend these meetings? Please contact Yolondias Colquitt, our Family Engagement Coordinator (FEC), via email at Yolondias.Colquitt@socialcircleschools.org or by phone at 770-464-2664. Social Circle Elementary School has an open-door policy and is always willing to meet with parents to accommodate various schedules.

Accessibility

In carrying out the parental involvement requirements established by Section 1010 of the ESSA, the parent engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Building School and Parent Capacity

SCES will build the schools' and parents' capacity for strong parental engagement, in order to ensure effective engagement of parents and to support a partnership among the parents and the community to improve student academic achievement through the following

- We will promote and support parents as a vital foundation of the school, thereby strengthening the school and helping us reach our goals. Teachers, parents, and students work together to form and follow a written compact that outlines how each will collaborate to achieve academic goals.
- We will involve parents in the development and annual review of the system level policy/plan under section 1010 of the ESSA and to provide a comprehensive range of opportunities for parents to become involved in the design, operation and evaluation of the Title 1 program through School Council, Parent Advisory Council, surveys, PTO

etc. for parents to provide commendations, criticisms, suggestions regarding the Title 1 program. The Family Engagement Coordinator (FEC) will also distribute vital information on parent engagement and opportunities for all parents to provide critical feedback on the successful integration of parental engagement strategies into all aspects of our parents' and students' education.

- We will involve parents in the school review and improvement process through the School Council, Parent meetings, surveys, and an open-door policy.
- We will provide all parents with information about the Title 1 program to assist them in understanding their child's eligibility for the program and the tenets of a school-wide Title 1 program. This information will be available during the Annual Title 1 meeting, through Title 1 brochures, on the school website, and at the Parent Resource Center.
- We will support parents efforts by providing training and materials as needed (parenting workshops, literacy training, education/child development/health/safety information/ages and stages of development) so that they may effectively work with their children with their academics at home that have been taught at school, thus improving the whole child's overall achievement.
- We will coordinate and integrate parent engagement strategies in Part A with parental engagement strategies under the following other programs: Early Intervention Programs.
- We will provide necessary coordination, technical assistance, resources, and other support to assist Title 1, Part A schools in planning and implementing effective parental engagement to improve student academic achievement and school performance, including training teachers, administrators and other staff members involved in the Title 1 program to work effectively with all parents.
- We will communicate and consult with parents regularly (through conferences, PTO meetings, Open Houses, Curriculum Nights, Academic Nights, parent volunteers, progress reports, report cards, weekly folders, and agendas) to ensure that each child's academic progress can be closely monitored at both school and home.
- We will conduct workshops for parents in such areas as understanding the National Educational Goals, Georgia's Performance Standards and student performance within the Georgia Performance Standards, school improvement initiatives, the Title 1 school-wide project, state and local assessments, expectations for involvement of parents for all students, how to monitor their child's progress, and how to work with educators.
- We will conduct, with the engagement of all parents, an annual evaluation of the content and effectiveness of this parental engagement policy in improving the quality of its Title 1, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental engagement activities (with particular attention to economically disadvantaged parents, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or who are parents of migratory, homeless, neglected or delinquent children). Social Circle Elementary School will use the findings of the evaluation about its parental engagement policy and activities to design strategies for more effective parental engagement and to revise, if necessary (and with the engagement of parents), its parental engagement policies.

Social Circle Elementary School Opportunities for Family Engagement: [Family Engagement Opportunities 25-26](#)

Adoption

This parental engagement policy has been jointly developed and agreed upon with parents of children participating in Title I, Part A programs, as evidenced by the collaboration between parents and the school.

Social Circle Elementary School adopted this policy on June 9, 2025, and it will take effect for the 2025-2026 academic year. The school district will distribute this policy to all parents of participating Title I, Part A children by August 30, 2025.