



District Improvement Plan 2026 - 2027



Pelham City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Pelham City
Team Lead	Vincent Frosteg
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title 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)	
☐	Free/Reduced meal application
☒	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student proficiency in all content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers need additional professional learning and resources to analyze data, personalize learning, increase rigor, address student learning gaps, and make instruction equitable across the district.
Goal	By the end of the 2026-2027 school year, the percent of students scoring at Proficiency and Above on the GA Milestones in each EOC/EOG (grades 3-12) content area will increase by at least 5 percentage points. The percentage of students scoring "at benchmark" on the literacy universal screener will be at least 75% in each grade level by the end of the year.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
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Action Step # 1

Action Step	Utilize instructional coaches/coordinators, School Improvement Specialists, program-specific specialists, and interventionists to provide PL to teachers to meet teachers' and students' needs; provide PL to build teacher and leader capacity (GLISI, endorsements, GACE testing for additional certification); provide PL to build stronger co-teaching teams for students with disabilities.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PLC Agendas and Sign In Sheets, Focus Walk and Impact Check summary data and coaching feedback forms, formal and informal observation feedback forms (TKES, Focus Walks, Impact Checks), weekly lesson plan review during PLCs
Method for Monitoring Effectiveness	formative and summative data; impact checks; teacher survey; focus walks
Position/Role Responsible	System Instructional Support Coordinator, academic coaches, School Administrators, Director of Teaching and Learning
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly
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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)?	Professional learning through Southwest Georgia RESA, Rollins Center, Cox Campus modules, and provided by instructional coaches and School Improvement Specialists.
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Action Step # 2

Action Step	Analyze student performance data (formatives) and observe classrooms for quality instruction and fidelity. Provide feedback to teachers to inform instruction--remediation, support nets, acceleration.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data digs using universal screeners, progress monitoring, benchmarks, standard checks, formative assessments, classroom grades, impact checks
Method for Monitoring Effectiveness	School & district leaders will lead data digs into student performance data.
Position/Role Responsible	School Administrators, System Instructional Coordinator, Academic Coaches
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Monthly
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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)?	Rollins Center, Cox Campus
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Action Step # 3

Action Step	Employ staff to provide academic intervention and enrichment in computer labs and/or classroom settings.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Staff Roster, Master Schedule
Method for Monitoring Effectiveness	Principals and Central Office staff will analyze master schedule and staff placement to ensure opportunities are leveraged in computer lab and classroom settings; classroom performance data
Position/Role Responsible	Superintendent, Director of Teaching and Learning, Principals, Academic Coaches

Action Step # 3

Evidence Based Indicator	Strong
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Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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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)?	
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Action Step # 4

Action Step	Purchase instructional software programs and other resources to supplement direct instruction in small and whole group settings.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	Software usage reports, student progress, lesson plans, impact checks/focus walks
Method for Monitoring Effectiveness	Usage reports from software programs will be analyzed to monitor student progress. Reports measuring time in the program can be correlated to classroom performance.
Position/Role Responsible	Director of Teaching and Learning, Principals, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step	Conduct parent and family engagement activities aimed at providing academic support to their students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 5

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent Event Agendas, Resources, Sign In Sheets
Method for Monitoring Effectiveness	Perception data collected from parent surveys will be collected and analyzed.
Position/Role Responsible	Director of Teaching and Learning, Parent Involvement Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	local churches, CHNGE, Pelham Police Department, Mitchell County Sheriff's Department
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Foster a positive learning environment that focuses on the education of the whole child, increases the amount of positive interaction students have with adults in the building, and reduces the amount of time students are removed from class for discipline issues.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers need professional learning, resources, and materials to build student relationships to positively impact school culture, build relationships, and reduce the amount of exclusionary discipline practices..
Goal	By the end of the 2026-2027 school year, each school will maintain a 5 star climate rating.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans
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Content Area(s)	Other : Discipline
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Schools will continue to implement PBIS strategies. Pelham City Middle will continue to be a part of the GaMTSS cohort. Each school will provide PL on building student relationships (including classroom management and positive learning environment), social-emotional learning, and whole child. Conduct parent workshops centered around discipline, behavior expectations, and a positive school climate. Purchase SWIS to monitor discipline referrals and conduct data digs. Purchase materials and resources to facilitate social-emotional learning and relationship-building.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PBIS School Team meeting agendas, minutes, sign in sheets, Behavior Matrix
Method for Monitoring Effectiveness	Analysis of SWIS data
Position/Role Responsible	PBIS District Coordinator, School PBIS Teams, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 1

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)?	Southwest Georgia RESA, GaDOE PBIS Staff, Flippen Group (Capturing Kids' Hearts)
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Action Step # 2

Action Step	Implement behavior interventions in RTI and progress monitor. Provide mental health services on campus through Georgia Pines GAP. Provide opportunities for social-emotional learning and relationship-building.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	RTI files, Check In Check Out, GA Pines Referrals
Method for Monitoring Effectiveness	Review of SWIS discipline and RTI data.
Position/Role Responsible	Director of Teaching and Learning, Counselors, RTI Coordinators, School Administrators, GA Pines
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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Action Step # 2

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)?	Georgia Pines
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

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).	Pelham City Schools actively seeks input, feedback, and participation from both internal and external stakeholders on all Title- and federal-based programs and initiatives (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title II, Part A; Title IV, Part A; Title V) to ensure that all district activities are coordinated alongside community events. The Pelham City Schools Charter System district governance team includes local business leaders, and members of the faith-based community. The district hosts Community Work Sessions throughout the year and a T-I Annual Meeting in the fall. The district leadership team was asked to work with their school leadership teams to solicit feedback from all teachers and other stakeholders. Representatives from all school levels were included in the team meetings. In addition, personnel from other departments including school nutrition, technology, maintenance, transportation, and parent groups were included in order to form an inclusive group with varied perspectives. Input from stakeholders was gathered through surveys. Finally, the documents were posted on the district website for public comment and a Stakeholder Input opportunities are held from December to May at various times; digital feedback opportunities are also available throughout the year. Updates were communicated to the district leadership team and board members at the Board Retreat.
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Serving Low Income and Minority Children

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: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	1. Ineffective Teachers: Effective and ineffective teachers are identified before the beginning of each school year. Principals and assistant principals at each school will review data gathered on teacher experience (from gaps.org) and effectiveness (TKES). After reviewing this data, low achieving students and minority students are assigned effective teachers (all students are classified as economically disadvantaged due to participation in CEP). When all classroom assignments are made, principals will evaluate the school-wide teacher experience/low-achieving student needs/minority status. If an imbalance exists, the principal will revise the assignments to make sure all students have teachers with teaching experience and/or additional instructional support. 2. Out-of-field Teachers: Pelham City Schools seeks to hire only in-field teachers who meet the system's professional qualifications. When out of field teachers are hired, school administration reviews student
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Serving Low Income and Minority Children

	rosters to ensure the low-achieving and minority students are not assigned to the teacher at a disproportionate rate. 3. Inexperienced teachers: School administration examines roster data to ensure that low-achieving or minority students are not assigned to multiple inexperienced teachers in one year or for 2 years in a row.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	Professional learning activities are determined during the school improvement process by completing a comprehensive needs assessment and analyzing data (TAPS, academic, behavior, survey, etc). In addition, throughout the year, the district focus walk team identifies next steps (to include PL) at the end of each focus walk. Federal, state, and local funds are coordinated to provide the needed learning opportunities. Recognizing the need to sustain and offer on-going, job-embedded PL, Pelham City Schools employs several instructional coordinators/coaches. These individuals meet with teachers regularly providing them PL on instructional practices and curriculum planning. They also model classroom expectations, observe teachers, and coach them for continued improvement. In an effort to build leadership capacity, each school operates a school leadership team in which the individuals make important decisions for the school, lead grade levels and/or content areas, and lead PL. In addition to the school leadership team, there is a district leadership team. This team consists of Academic Coaches and instructional support personnel, but mainly teacher-leader representatives from each school. These individuals participate (or have participated) in the Georgia Leadership Institute for School Improvement (GLISI). Schools develop a professional learning calendar in which all staff members will have an opportunity to participate in evidence-based professional learning. Most PL is offered in-house by PCS employees. However, consultants and/or vendors may be contracted with to provide product-specific PL (especially for curricular and/or software programs). In addition to school and/or district PL, individualized PL is offered based on professional learning goals and/or plans. TAPS data, focus walk summaries, student achievement, attendance, and discipline data will be reviewed to determine whether PL efforts are resulting in improvements in teacher and student performance.
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

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 certification? [ESSA Sec. 1112(c)(1)(B)(ii)]

☒ Yes

☐ No (no further action)

If the LEA waives certification, specify the waiver option below:

☒ The LEA waives certifications for all teachers allowable by law. (no further action)

☐ Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".

The district has no state or federally identified schools. In the case that the district has identified schools, the district will prioritize the use of federal funds to support federally and state identified schools.

CTAE Coordination

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

Beginning in elementary school, students are exposed to in-demand occupations and industries by completing career-related activities based on the 17 identified career clusters. The counselor and teachers work with students to review career-related activities and lessons, and a career portfolio by 5th grade. At the middle school level, students continue working on career-related activities by taking career-related inventories/assessments and completing an Individual Graduation Plan by the end of 8th grade. Students are also exposed to different CTAE program areas including Agriculture and Business & Technology. These Connection courses expose students to in-demand occupations in those career cluster

CTAE Coordination

professionals and, if appropriate, academic credit.	fields. Students are also able to gain experience in FFA and 4-H. In high school, students are provided opportunities to take courses in four different CTAE program areas including Agriculture, Audio Video, Business and Technology, and Education. Students are also able to gain experience through corresponding co-curricular student organizations such as FBLA, FCCLA, and FFA. At the end of each pathway, students take an End of Pathway Assessment which may allow them to earn an industry certification. Eligible students will have the opportunity to participate in Work-Based Learning (WBL) programs. Students enrolled in these programs use the workplace to gain knowledge and skills that help them connect school experiences to real-life work activities. The WBL Coordinator works with students and their employers to develop strong work ethics and soft skills.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.	Pelham City Schools believes that positive student-teacher relationships are the primary tool to reduce classroom discipline and to decrease the amount of time students spend out of the classroom. Pelham City Schools is entering its 13th year as a PBIS district. The district collaborates with School Climate Specialists at SWGA RESA to provide annual PBIS training to new teachers and ongoing training for returning teachers. The district scores exemplary marks on the twice-yearly PBIS walkthroughs and Pelham City Middle School was selected to participate in an MTSS pilot. Through our initiative with Capturing Kids' Hearts (The Flippen Group) we have reduced classroom referrals at all 3 schools. The district provides ongoing support for CKH implementation and a team of CKH "champions" leads training for new teachers each year.
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program - Optional

Required Questions

Middle and High School Transition Plans

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.	Pelham City Schools host at least one Open House a year. Pelham City Middle School allows fifth graders and their parents to visit the middle school at the end of the school year to prepare for the middle school transition. Students in Pelham High School may participate in dual enrollment classes through Southern Regional Technical College. Most classes are offered on the Pelham High School campus by high school faculty. Other classes are offered off-site, but transportation is provided. Pelham City Schools will continue the Upward Bound program through Southern Regional Technical College. This program is designed to help students who will be 1st generation college graduates to enroll in post-secondary education. Pelham High School offers many parent events and activities including Dual Enrollment Orientation and FAFSA Night. The high school counselor works with students and families to identify interests, build class schedules, and apply for college. PHS now administers the SAT on-site and offers SAT/ACT Prep classes. Transition plans will be developed for SWDs that are grade level appropriate to assist in transitioning to post-secondary training or employment.
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Preschool Transition Plans

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.	Pelham City Schools has one elementary school that provides services for Pre-K and Kindergarten students. In February of each year, the system opens enrollment for families interested in Pre-K and/or Kindergarten. The event is advertised in the local media, on the website, and through current students. Head Start and local day care facilities are invited to bring their children to tour the elementary school in an effort to ease the transition to a new environment. Pre-K Parent orientation occurs during pre-planning before school begins. School staff and the Family Engagement Coordinator collaborate to effectively transition students from pre-school to elementary programs. Services for pre-school special education students are also offered on the Pelham Elementary School campus. These students are included in the transition activities. During the second half of SY26, Pelham Elementary School was able to fund a 3-year old program. Although enrollment was low, this enabled us to begin working with students at a younger age.
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Title I, Part A - Targeted Assisted Schools Description

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.	All schools in Pelham City Schools are Title I Schoolwide Schools.
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Title I, Part A – Educational Programs

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.	Title I Schoolwide Schools All schools in Pelham City Schools are Title I Schoolwide Schools. Pelham City Schools will employ personnel to support instruction (interventionists, paraprofessionals, school improvement specialists, and instructional coordinators/coaches). Professional learning is provided to all staff members in an effort to improve instruction. In addition, support nets to provide educational assistance to individual students assessed as needing help in meeting the state's challenging student academic achievement standards are offered through extended learning opportunities (HELO, WIN), intervention classes, after-school tutoring, summer school, attendance recovery options, and Saturday School programs. Technology will be utilized to provide computer-based, supplemental instruction to students using self-pacing, instructional software such as MyPath, Edgenuity, Progress Learning, and IXL. Supplemental reading, math, science, and social studies materials are also used to engage, differentiate, and enhance instruction. Services and materials are coordinated and integrated through several federal programs, T-I, T-IIA, T-III, T-IV, T-V, and IDEA. Pelham City Schools will transfer Title II and Title IV funds into Title I for FY26. Targeted Assistance Schools There are no Targeted Assistance Schools in Pelham City Schools. Schools for Children Living in Local Institutions for Neglected or Delinquent Children There are no institutions for neglected or delinquent children in the Pelham City School district.
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it 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 (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	The Pelham City School District (PCS) sends home the Occupational Survey to all students as part of the enrollment packet at the beginning of each school year and when a student enrolls during the year. PCS shall provide timely transfer of school records when children transfer from one school to another. The registrars at each school are responsible for handling the transfer of records. The information includes immunization records and other requested health information. The district utilizes and promotes available interstate and intrastate services available through the state and national migrant education program, GaDOE, and other school agencies to include MSIX (National Migrant Student Information Exchange) in order to provide for educational continuity and the timely exchange of records. The Director of Teaching & Learning and school registrars have access to MSIX and are encouraged to search for students when enrolling migrant students and updating information when migrant students withdraw. Schools shall be provided information and training on how to identify migrant students by the GaDOE MEP Region 2 Office and/or the Federal Programs Director. The Pelham City School District will coordinate with the GaDOE MEP Consortium from ABAC and with the GaDOE MEP Region 2 Office to serve migrant children and youth and their families and assist in this endeavor. The district has not had any migrant students enrolled since FY22.
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Title I, Part C – Migrant Supplemental Support Services

1.Consortium LEAs describe: 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3.Direct-funded LEAs describe: 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY	The Pelham City School District works to ensure that the identified needs of migrant children and their families are addressed. Needs are identified by a variety of methods including, but not limited to, the registration process, teacher observation, school nurse, guidance counselor, attendance officer, and migrant personnel provided by the migrant education agency. As needs are identified, referrals to appropriate agencies are made with follow-up if necessary. Activities to address needs shall include informing such children and families of, or helping such children and families have access to, other education, health, nutrition, and social services in a language that is understood by them. Parents are presented information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from appropriate agencies such as, the health department, DFACS, and the county
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Title I, Part C – Migrant Supplemental Support Services

Profile Form 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	extension office. An interpreter may be provided to assist in providing supplemental support services for minority children and their families. Priority services are given to migrant children who are failing, or most at risk of failing, to meeting the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. Migrant students have access to all of the educational resources and programs offered to other students, including software programs and technology; extended learning opportunities such as HELO, Hornet Time, Study Skills; after school tutoring, Upward Bound; summer school. Documentation of participation in such programs will be maintained at the school level through student rosters. The Pelham City School District will coordinate with the GaDOE MEP Region 2 Office to identify potential migrant children and youth (ages 3-21) enrolled in school or residing in the district. The GaDOE MEP Region 2 Office shall serve as resource staff to help develop the best service model depending upon funds and resources available. In addition to local resources, the district will coordinate with the MEP Region 2 Office to provide supplemental support services, including tutoring, as needed, to migrant participants.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	According to the FY25 CCRPI, Pelham City Schools met the 5-year graduation rate for students with disabilities. The target was 80.30%. The rate for Pelham City Schools was 87.50%. According to the 2023-2024 Annual Performance Summary, Pelham City Schools met the graduation rate target. The state target was greater than or equal to 73.55%. According to the 2022-2023 Annual Performance Summary, Pelham City Schools met the graduation rate target. The state target was greater than or equal to 72.55%. According to the 2023-2024 Annual Performance Summary, Pelham City Schools met the drop out rate target. According to the 2022-2023 Annual Performance Summary, Pelham City Schools met the drop out rate target. As a district, we are working toward improving our graduation rate and reducing our dropout rate. According to the 2021-2022 Annual Performance Summary, Pelham City Schools met targets for Indicators 14A, 14B, and 14C. According to the 2022-2023 Annual Performance Summary, Pelham City Schools met the target 14A.The results from the Post School Outcomes reflect the focus of the district to increase graduation rates and post-school outcomes for all students. According to the 2025 Special Education Parent Survey Report, the total satisfaction was 54.70 out of a possible 60. This score is in the top 25% of systems. When students are scheduled for classes at Pelham High School, staff reviews the needs of students individually. Their credits are analyzed and decisions are made on how to best serve them and keep them on track for graduation. This process is applied for our entire student body, not just those with disabilities. We consistently implement an individualized plan for all of our students. Teachers are involved in monthly departmental professional learning experiences at the school level as well as district lead professional learning experiences to help reach all of our students. Teachers are trained in co-teaching strategies. At the high school level, co-teaching teams meet once a week. Administration provides a weekly meeting schedule for the co-teaching teams.
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IDEA Performance Goals:

	Periodic observations are conducted by administrators and central office leaders to make sure these strategies are being utilized by the teachers with fidelity. Meetings are held with parents of students in danger of dropping out or failing to collectively map out a plan to help the student complete requirements for graduation. The school system implemented three parent conference days per year devoted to meeting with parents of students who are in danger of failing a class. A strong effort was made to educate parents of GAA (Georgia Alternate Assessment) students about the requirements needed to obtain an alternate diploma. Teachers share this information at the Individual Education Plan meeting during the year. GAA students who entered the ninth grade during or after the 2021 school year and meet GAA graduation requirements will receive an alternate diploma. The option to receive a regular education diploma is no longer available for students with cognitive disabilities that take the GAA. Improving graduation rates for all students is at the forefront of the District Improvement Plan. Pelham City Schools actively seeks input, feedback, and participation from internal and external stakeholders. The district is planning to host a Community Work Session during the upcoming school year. During the session, we will identify strengths, weaknesses, accomplishments, and threats within our school system and community. The District Leadership Team and the Principal and Director's Team meet monthly. Special education has an active role and is well represented in all leadership team meetings and community events. Special education lead teachers from each school meet monthly as well. In June 2025, a group of special education teachers from the district attended the Georgia Leadership Institute for School Improvement (GLISI) conference to develop a problem of practice in an effort to improve outcomes for special education students in our district. The District collaborates with outside organizations and agencies that support improving outcomes for students with disabilities. These groups include Vocational Rehabilitation, Easter Seals, Mitchell-Baker Service Center, Southern Regional Technical College, DBHDD, Work Source, Joshua's Tree, and Georgia Pines. In 2019, the district implemented the PBIS and ASPIRE initiatives to support graduation outcomes for students with disabilities. A positive learning environment and self-advocacy are vital to students with disabilities. The initial PBIS implementation went very well at all three schools. At the beginning of the 2022 school year, the district strengthened the PBIS program by implementing "Capturing Kids Hearts". In the Fall of 2025, the school redelivered the Initial CKH training for new teachers and those who had not received the initial training. This district-wide initiative focuses on relationship building and social-emotional training for teachers and staff to address student needs within the PBIS framework. Pelham Elementary School, Pelham City Middle School, and Pelham High School are currently named a Capturing Kids' Hearts "National Showcase School". Pelham City Schools will continue to expand the ASPIRE program throughout the district. During the 2023-2024 school year, 54 students with disabilities participated in ASPIRE meetings. During the 2024-2025 school year, 61 students with disabilities participated in ASPIRE meetings. During the 2025-2026 school year, 55 students with disabilities participated in ASPIRE meetings. The lead teachers at each school serve as the ASPIRE experts for the district and provide guidance and support to all of the special needs teachers. Case managers support this initiative by helping parents understand the importance of ASPIRE as it relates to self-advocacy and improving student outcomes. Debra Forsberg,
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IDEA Performance Goals:

	Parent Mentor, also helps parents play an active role in this process. The district has many supports in place to improve student achievement and graduation rates. ? Extended learning time during the school day for students to receive additional academic support ? Implemented a full-time Math coordinator for the 2025-2026 school year? The use of standards based instruction throughout the district ? Implemented a part-time math coach and literacy coach at the high school ? Projected instructional ELA coach at the middle school ?Implement a SPED Literacy Cohort for the upcoming school year ?Implement a K-2 Literacy Coach for the upcoming year? District Literacy Coordinator to assist with the implementation of the Literacy Act ? Impact checks ? Ongoing job embedded professional learning related to co-teaching, differentiation, poverty training, and classroom management ? Data collection through universal screeners for both math and ELA three times a year ? Discipline data will be tracked by Debra Forsberg, parent mentor, throughout the school year. She will also work with Lead teachers and school level administrators to increase SWD attendance. ? After school program (NEST) at the high school that support the needs of the whole child by providing a snack during the remediation activity ? An ongoing effort by all teachers to build a positive trusting relationship with our students with disabilities ? The Unique Learning System provides a more challenging curriculum for GAA students throughout the district. The curriculum also supports the acquisition of life skills that are vital to the success of our students with significant cognitive impairments. ? The district leadership team meets monthly and identifies areas that need improvement within the district. This meeting allows all three schools to have a voice in the future of our students. Our district has adopted the attitude that graduation rests with all educators and not just the high school teachers. This belief creates buy-in from the teachers and administrators to do what is needed for our students to succeed. The district supports the high school after school program called NEST. This forty-five minute time period is for student remediation and credit recovery. All students have the opportunity to participate in this program and many have graduated as a result of this time. Graduation rates are monitored at the school level by building level administrators and by the District Leadership team. Improving graduation outcomes are discussed at district and school leadership meetings. Identifying students at risk of dropping out of school begins in middle school. Students who are identified as being at risk of becoming a dropout are targeted for additional support. A graduation plan is developed for that student and parental contact intensifies. At-risk students are encouraged to participate in extra-curricular activities in an effort to keep them engaged. Transition plans are required for students over the age of 16 or upon entry to 9th grade or above, whichever comes first. These plans are reviewed and updated annually. Students take an interest inventory as well as complete a transition interview with their case manager. Students with disabilities who are considering college or technical school have the opportunity to participate in SAT/ACT test prep at the high school. Students who participate in the GAA are referred to DBHDD (Department of Behavioral Health and Developmental Disabilities) and offered assistance with the application process as needed.. At the beginning of each school year, Cathe Hoskins, transition specialist, meets with Vocational Rehabilitation to set up a schedule for Pre-ETS services. Five students in the adapted curriculum class participated in Pre-ETS services. Inclusion students participated in Pre-ETS services during HELO and during lunch and learn
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IDEA Performance Goals:

	sessions. Five persons with disabilities were referred to the Work Force Investment Opportunity Act. Mrs. Hoskins met with each graduating student for post-secondary counseling. We will continue to seek opportunities through Vocational Rehabilitation. Pelham High School implemented Project Search during the 2023 school year. Cathe Hoskins served as coordinator/instructor for the program. Project Search improves post-secondary outcomes for students with disabilities. Due to the lack of participants, the Project Search program was paused during the 2024-2025 and 2025-2026 school year. Debra Forsberg, parent mentor, will continue to support this program by tracking and communicating with all of our graduating students with disabilities within a year after graduation. During the student's graduation year, Debra will attend the IEP meeting to begin discussions about future plans. She will communicate with these students on a bi-monthly basis during high school to address any needs that they might have as they transition into work, college, or a service agency. Debra also serves as a resource for these students and their parents.
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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	Pelham City Schools provides the continuum of services for young children with disabilities through the Child Find process. Pelham City Schools will maintain 100% placement of eligible young children by parents or other agencies. On a yearly basis, the community at large and directly involved entities, such as (Day Care facilities, Head Start, etc.) are invited to a meeting for the dissemination of information on Child Find and how it is implemented. The Exceptional Students Program Director, Psychologist, Parent Mentor, Exceptional Students Teachers, Speech–Language Pathologist, Physical therapists and Occupational therapists are responsible for the dissemination of this information and the support for students. The information provided at the meeting includes the following: a continuum of exceptional children services, parent rights information, and the process of transition. The Child Find information is presented a minimum of one time a year. Services Provided: Services offered in the community are a full continuum of exceptional student services including itinerant (Speech, Occupational, and Physical Therapy, and exceptional student teachers.) These services are offered in a direct or consultative model. School and community based services are offered as appropriate for students. The service options are located in the home, Head Start, Learning and Play Center, Pelham Elementary
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IDEA Performance Goals:

	K-3, and Pelham Elementary School Georgia PreK. Future locations for further development are daycares: Hand Memorial. Increased communication with the Babies Can't Wait Coordinator for the area will be documented through in person and phone contacts. To identify preschool children ages 3-5 suspected of having disabilities, Pelham City PreK students are universally screened using the Phonemic Awareness Assessment (PS/PK) Screener. Kindergarten students participate in Response to Intervention as part of the Pelham City Schools. Screening and evaluations are provided for any child suspected of having a disability who is parentally-placed in a private school or home school setting. The school system employed a part-time Pre-K director during the 2024-2025 school year. The Pre-K director assists with the RTI process to identify struggling students. The district implemented the PES Early Learning Center (PK-3) Program program during the 2025-2026 school year. ? Professional Learning is an ongoing process in providing appropriate services for young children to assure that those children's needs are being met. Professional Learning is provided through ongoing activities during the school year: Exceptional Students Procedures Manual/Handbook training for designated personnel. ? Collaboration with Parent Liaison for Title1 for parent training –minimum 2 times a year. ? Individual parent conferences to address student needs. Parents and community stakeholders are contacted either by phone or by letter about any training that pertains to the special needs of young children. Activities that are provided to young children may/do include: ? Hands & Hearts - (therapeutic horse- back riding) - funding for this program is provided by a grant. The program itself provides training for its volunteers. ? Hands-on activities at the school level for preschool students with disabilities. ? Sensory room for the elementary and middle school. ? Assistive Technology Team to assist in meeting assistive technology needs of students with disabilities. The Exceptional Students Program director is responsible for establishing the learning schedule for the staff and support staff and for its content. Professional learning days are built into the school calendar and are set prior to the beginning of the school year. Fidelity is monitored by meeting testing and placement deadlines and IEP documentation timeliness. The ESP Director designates support staff that will implement and provide follow-up on PL activities for select staff, parents, and community.
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IDEA Performance Goals:

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 practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	
	Pelham City Schools' goal is to increase exposure to the general education curriculum for students with disabilities by: ? Continuing to implement the Science of Reading at Pelham Elementary School implemented during the 2023 school year ? Implementation of GA Learns Adolescent Literacy Courses for middle and high school special education teachers for the upcoming school year ? Ongoing Co-Teaching professional learning for new and veteran teachers ? Provided Co-Teaching support through GLRS ? Conducted observations to provide feedback on co-teaching models.? Lead teachers to provide guidance and support on IEP development ? Continued Mindset training for special education teachers, paraprofessionals, and administration who need this training for their student population. ?Transition specialist to assist with post school outcomes ? Appropriate supports in the general education classroom ? Continued data analysis to determine areas of weakness ? Offering extended learning times during the school day ? Co-taught classes where the education of students of all abilities is seamless. ? Developing transition plans that support post- graduation vocational placement ? Implementing PBIS to improve student performance through supporting a positive school climate. ? Increasing opportunities for students with disabilities to transition from school to work or higher education. ? Continuum of services include: consultative, co-teaching, collaboration, supportive services, separate class, separate school, home instruction, hospital/homebound, and related services. ? Teachers are given scheduled opportunities throughout the school year to improve their understanding and implementation of FAPE as well as supporting the least restrictive environment for students. ? Scheduled IEP summer training for new Special Education teachers. (Developing IEPs with appropriate and measurable goals, reviewing Behavior Plans and their implementation, data collection, etc.) ? Special education teachers meet with general education teachers to review accommodations and modifications ? Scheduled IEP summer training for veteran Special Education teachers. (Developing and amending IEPs, scheduling meetings, reviewing student

IDEA Performance Goals:

	schedules, and contacting parents) ? Meeting with administrative staff to relay the importance of appropriate scheduling for students with disabilities. ? Professional learning for support staff. ? Working with GLRS, GADOE, RESA and other agencies to take advantage of any and all training that improves outcomes for students with disabilities. Teachers and administrators are provided training and information on Least Restrictive Environment through one/one meetings, group discussions, and professional learning. All students, based on needs, are offered a continuum of services throughout their school career. IEPs are reviewed yearly to ensure that students with disabilities are receiving the needed services. The referral process is instilled in all staff through professional learning and mentoring. All updates to the protocols are disseminated to staff via email, in person training, or staff development training. The Director of Special Education works closely with GLRS, GADOE, and RESA to gain information needed to provide Students with Disabilities an appropriate education. The Director is responsible for disseminating that information to teachers and support staff. IEPs are reviewed to ensure that services identified in the IEP match the services indicated in the student information system and classroom. Data is obtained from periodic classroom testing, system testing, and state testing to determine if students are reaching the goals set for them based on their needs. The need for further evaluation or reevaluation is reviewed a minimum of every 3 years and more often as the student's needs change.
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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 submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance	Pelham City Schools implemented GOIEP to improve compliance with State and Federal regulations. The district completed Cross Functional Monitoring during the 2024 school year. There were no findings. Pelham City School met the Maintenance of Effort from 2015 - 2025. The District will continue to monitor protocols and procedures to ensure IDEA compliance. Local procedures are reviewed annually and are adjusted as needed. Noncompliance will be corrected immediately. Technical assistance will be provided to teachers and administrators as needed. All reports will be accurately submitted in a timely manner. The District receives valuable support and professional learning through GLRS Collaborative Community meetings. Our transition specialist and speech therapists attend consortiums during the school year. The transition specialist ensures all goals in
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IDEA Performance Goals:

	the transition plan meet compliance. Special education teachers attend professional learning at GLRS. GOIEP is also used to monitor teacher compliance. Lead teachers at each school also regularly monitor GOIEP for compliance. Discipline referrals of students with disabilities are continuously monitored at the school and district level by case managers and building level administrators. Professional learning is provided during the summer/pre-planning on GOIEP.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of Title IV, Part A funds.”

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)

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY27 Title IV, Part A funds.
B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY27 Title IV, Part A funds.
C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY27 Title IV, Part A funds.
D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY27 Title IV, Part A funds.

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 FY27 Title IV, Part A funds.
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