District Improvement Plan
2026 - 2027

Treutlen County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Treutlen County
Team Lead	Donald Reeves
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 V, Part B
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title V, Part B
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	We have identified a need to increase the percentage of students scoring at or above the 50th percentile in core academic areas; ELA, Math, Science and Social Studies as measured by NWEA MAP, Beacon, Local Tests and GMAS.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	Goal #1: By the end of the 2026–2027 school year, TCSS will increase student achievement in ELA, mathematics, science, and social studies by 3 percentage points, as measured by students scoring at or above the 50th percentile on NWEA MAP, where applicable, and students scoring Level 3 or 4 on GMAS assessments.

Action Step # 1

Action Step	Provide Professional Development in the areas of; core academics, co-teaching, a robust teacher mentoring program for teachers new to the profession and Treutlen County Schools, and training/support opportunities for staff seeking certification.
Funding Sources	Title I, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	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	Agendas, sign-in sheets, certificates, contracts/invoices, coaching logs, PLC agendas/minutes, mentor teacher training documentation, walkthrough data, and evidence of follow-up support.
Method for Monitoring Effectiveness	NWEA MAP growth and percentile data, GMAS/EOC performance levels, common assessment data, benchmark data, classroom walkthrough trends, lesson plan review, teacher feedback, and PLC/data team documentation.

Action Step # 1

Position/Role Responsible	District administrators, principals, instructional coaches, special education director as applicable.
Evidence Based Indicator	

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	

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

Action Step # 2

Action Step	Provide resources to facilitate small group instruction for students to include supplemental personnel, supplemental programs, and supplemental supplies, and support a STEM lab and computer science courses with interactive learning opportunities and materials.
Funding Sources	Title I, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 2

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Quarterly review of purchase orders, personnel schedules, intervention/small-group schedules, software usage reports, classroom walkthroughs, and evidence that supplemental materials, supplies, programs, and personnel are being used to support targeted instruction.
Method for Monitoring Effectiveness	Quarterly review of NWEA MAP, GMAS/EOC, Beacon/local assessment data, intervention progress-monitoring data, software performance reports, grades, and subgroup performance data to determine whether students receiving supplemental supports are making progress toward the district achievement goal.
Position/Role Responsible	Federal Programs Director; Principals; Curriculum Director; Instructional Coaches; Intervention Teachers; Special Education Director, as applicable.
Evidence Based Indicator	

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	TCSS may partner with RESA, vendors, community agencies, businesses, and other approved providers, when appropriate, to obtain instructional resources, software, professional support, or supplemental services aligned to the district's identified academic needs.

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	We have a need to improve culture and climate including attendance and behavior.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	By the end of the 2026-2027 school year, the culture and climate of TCSS will improve as evidenced by increased student and staff attendance, and decreased office referrals measured by: a. A 10% decrease in students missing 10% of the school year or more. b. A decrease of 3% in office discipline referrals from the previous year.

Action Step # 1

Action Step	Provide Social Emotional Learning opportunities and incentives at both tier I and intervention program levels while also providing an Opportunity/ISS room - to reduce time to give students the opportunity to self reflect, cool down and reduce time out of the classroom.
Funding Sources	Title I, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	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	Quarterly review of mentor teacher documentation, professional learning agendas, sign-in sheets, coaching logs, certificates of completion, new teacher support records, classroom management training records, leadership training records, PLC minutes, walkthrough data, and evidence of staff participation in professional learning and support activities.
Method for Monitoring Effectiveness	Quarterly review of teacher feedback, administrator feedback, TKES/LKES evidence, walkthrough data, classroom management data, discipline referral

Action Step # 1

Method for Monitoring Effectiveness	trends, staff attendance data, teacher retention data, Opportunity Room data, student attendance data, and school climate survey results to determine whether professional learning and mentoring supports are improving staff capacity and school climate.
Position/Role Responsible	Federal Programs Director; Superintendent; Curriculum Director; Principals; Assistant Principals; Instructional Coaches; Mentor Teachers; Special Education Director, as applicable, counselors and Social worker.
Evidence Based Indicator	

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	TCSS may partner with RESA, GaDOE, post-secondary institutions, professional learning providers, consultants, vendors, businesses, and other approved partners, when appropriate, to provide mentor teacher support, classroom management training, behavior intervention training, SEL implementation support, attendance intervention training, coaching, and teacher and leader development aligned to identified district needs.

Action Step # 2

Action Step	Teachers, counselors, social worker and admin will review attendance and behavioral data regularly to provide support, provide incentives and remove barriers.
Funding Sources	Title I, Part A IDEA McKinney-Vento

Action Step # 2

Subgroups	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	Quarterly review of Opportunity Room staffing schedules, paraprofessional schedules, student participation records, behavior intervention documentation, SEL program implementation records, attendance intervention records, purchase orders, inventory records, parent contact logs, counseling/social work records, and school-level implementation evidence.
Method for Monitoring Effectiveness	Quarterly review of chronic absenteeism data, average daily attendance, office discipline referrals, ISS/OSS data, Opportunity Room referral and return-to-class data, SEL intervention data, parent contact outcomes, school climate survey results, and subgroup trends to determine whether interventions are reducing absenteeism and discipline incidents.
Position/Role Responsible	Federal Programs Director; Principals; Assistant Principals; Counselors; Social Worker; Opportunity Room Staff; Paraprofessionals; Teachers; Special Education Director, as applicable.
Evidence Based Indicator	

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	TCSS may partner with RESA, GaDOE, community agencies, mental health providers, vendors, families, businesses, and other approved partners, when appropriate, to provide attendance supports, behavior supports, SEL programs, Opportunity Room resources, intervention materials, and services aligned to identified culture and climate needs.