



District Improvement Plan 2026 - 2027



Stephens County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Stephens County
Team Lead	Darla Harbin
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 Title I, Part A Parent and Family Engagement set-aside Title III, Part A, EL Title V, Part B
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	POSITIVE LEARNING ENVIRONMENT
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	POSITIVE LEARNING ENVIRONMENT: Cultivate a safe, secure, and supportive school culture that maximizes attendance and fosters positive relationships.

Action Step # 1

Action Step	(School Safety) Conduct regular campus safety walkthroughs and provide ongoing safety training for administrators, teachers, and School Resource Officers.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Safety walkthrough logs, and system administrator meeting agendas.
Method for Monitoring Effectiveness	Completed tabletop safety exercise records and campus drill logs showing compliant responses and response times.
Position/Role Responsible	Campus Principals, SROs, Safety Teams, Maintenance.
Evidence Based Indicator	

Timeline for Implementation Others : Ongoing SY27

Action Step # 1

Does this action step support the selected equity intervention?	
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	(Attendance) Maintain and promote attendance incentives across all campuses for students and staff demonstrating high attendance levels.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School flyers, promotional announcements, or purchase order receipts for nominal incentive rewards.
Method for Monitoring Effectiveness	System-wide student attendance and chronic absenteeism summary reports.
Position/Role Responsible	Counselors, school administration
Evidence Based Indicator	

Action Step # 2

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

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

Action Step # 3

Action Step	(Positive Relationships Framework) Continue system-wide implementation of Leader in Me framework and school-day structures to support student character education, self-regulation, and positive relationships.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	System-level Leader-in-Me dashboard metrics and teacher professional learning sign-in sheets.
Method for Monitoring Effectiveness	End-of-year school discipline summary numbers (Office Discipline Referrals) and uploaded Cognia artifacts.
Position/Role Responsible	Director of Student Services, Assistant Superintendent of Curriculum, Principals

Action Step # 3

Evidence Based Indicator	
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Timeline for Implementation	Others : Ongoing SY27
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Does this action step support the selected equity intervention?

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	GROWTH IN LITERACY
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	Increase the percentage of students performing at a proficient or higher level in ELA as measured by state and local assessments.

Action Step # 1

Action Step	(Core Literacy and Coaching Support) Provide ongoing, system-wide professional learning on core literacy tools (such as Wonders) and utilize school-level Literacy Coaches to maintain high-quality reading instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	District professional learning calendar, agendas, teacher sign-in sheets, and Literacy Coach building placement rosters.
Method for Monitoring Effectiveness	Local benchmark and state assessment data
Position/Role Responsible	Assistant Superintendent of Curriculum, Director of assessment.
Evidence Based Indicator	

Timeline for Implementation Others : Ongoing throughout FY27.

Action Step # 1

Does this action step support the selected equity intervention?	
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	(Staff onboarding and intervention support) Deliver targeted training for new or grade-changing K-5 teachers and execute professional learning to address reading deficiencies (including adolescent) and alignment of MTSS/EIP/REP assessment tools.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Sign-in and agendas
Method for Monitoring Effectiveness	Student Lexile Level growth reports and MTSS progress-monitoring tier tracking metrics
Position/Role Responsible	Director of Assessment & Accountability and MTSS Coordinator
Evidence Based Indicator	

Action Step # 2

Timeline for Implementation	Others : Ongoing throughout FY27.
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Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	(Digital integration) Provide training opportunities for staff to effectively integrate the online and digital components of instructional resources to enhance curriculum-tailored student engagement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign-in, agendas, notes from training opportunities; technology usage report data
Method for Monitoring Effectiveness	Usage metric summary dashboards pulled from the curriculum platform's online system.
Position/Role Responsible	School administration, Assistant Superintendent of Curriculum

Action Step # 3

Evidence Based Indicator	
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Timeline for Implementation	Others : Ongoing throughout FY27.
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Does this action step support the selected equity intervention?

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

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	GROWTH IN MATHEMATICS
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	
Goal	Increase the percentage of students performing at proficient or higher level in mathematics as measured by state and local assessments.

Action Step # 1

Action Step	(Professional Learning and Instructional Coaching) Continue to provide high-quality professional learning and a dedicated Mathematics Instructional Coach to support continuity of practices and vertical alignment of instructional practices.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Math Instructional Coaching Calendar Events; Sign-in and Agendas
Method for Monitoring Effectiveness	Student growth in math proficiency on local and state benchmarks
Position/Role Responsible	Assistant Superintendent of Curriculum; Math Academic Coach
Evidence Based Indicator	

Action Step # 1

Timeline for Implementation	Others : Ongoing throughout FY27.
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Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	(Staff Onboarding and Alignment Tools) Deliver targeted onboarding support for new or grade-changing K-5 teachers on core instructional tools (such as Eureka) and distribute standardized vertical pacing guides.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign-in; Agendas; Calendar events
Method for Monitoring Effectiveness	Student growth in math proficiency on local and state benchmarks
Position/Role Responsible	Math Coach; Campus administration

Action Step # 2

Evidence Based Indicator

Timeline for Implementation

Others : Ongoing throughout FY27.

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)?

Action Step # 3

Action Step	(Digital Integration) Provide professional learning opportunities to support staff in the effective integration of technology and online instructional math resources to increase active student engagement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity

Action Step # 3

Method for Monitoring Implementation	Usage reports from digital software platforms and documentation of staff training.
Method for Monitoring Effectiveness	Student growth in math proficiency on local and state benchmarks and automated platform usage metrics and student performance summaries from online math software.
Position/Role Responsible	Assistant Superintendent of Curriculum; Math Instructional Coach
Evidence Based Indicator	

Timeline for Implementation Others : Ongoing throughout FY27.

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)?

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).	After seeking input from internal and external stakeholders to guide our strategic planning, Stephens County School System (SCSS) ensures the ongoing, continuous coordination of services, supports, and partnerships across all federal programs to maximize student achievement. Coordination is monitored by a district-level Superintendent of Curriculum, an Assessment/MTSS Director, the Federal Programs Director, and the System Social Worker. To meet the evolving needs of at-risk populations, school-level data is analyzed regularly by instructional staff and counselors, while district administration meets monthly to coordinate supplemental services funded through federal resources. To support specific federal program populations, SCSS executes targeted coordination procedures. For Title I, Part A Children in Foster Care, the System Social Worker serves as the designated Foster Care Point of Contact (POC), collaborating directly with the Department of Family and Children Services (DFACS) to facilitate Best Interest Determinations (BID), immediate enrollment, and specialized transportation coordination. For Title I, Part C (Migrant), SCSS utilizes a centralized enrollment process that includes administration of the GaDOE Occupational Survey to identify potentially eligible migratory students. As a non-MEP district, surveys are submitted to the Region 1 Migrant Education Program Office for review and follow-up services as needed. The district coordinates with the Migrant Education Program to ensure timely identification, records transfer through MISX, appropriate course placement, and educational continuity for migratory students. For Title III, Part A (English Learners), the district utilizes standardized language screening, coordinates ESOL instructional services, and monitors language acquisition progress alongside academic performance to ensure appropriate support and educational access. Where appropriate, agency and community partnerships are leveraged to support student success. SCSS partners with local churches, the Stephens County Hospital, the Boys and Girls Club of Toccoa, Reins of Life, Toccoa Campfire, DFACS, Department of Juvenile Justice, and Hope for Drug-Free Stephens to provide comprehensive student wraparound services. To support successful student transitions and career readiness, the district partners with Toccoa Falls College, North Georgia Technical College, and local businesses. District and school administrators collaborate to ensure smooth transitions between elementary, middle, and high school levels. This is ensured through organized school ambassador days, student shadow days, "Level-UP" days, facility tours, transitional, informational videos, and local career fairs. Administratively, the Federal Programs Director meets regularly with
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Coordination of Activities

	district leadership to maximize fiscal coordination. For FY27, SCSS exercises funding flexibility by transferring 100% of Title II and Title IVA funds into Title VB. Title IA and Title VB funds are consolidated. Although Title II and Title IV funds are transferred into Title V-B to maximize flexibility and coordination of services, activities supported through these consolidated funds include student wellness initiatives, school safety efforts, academic enrichment opportunities, and family engagement services designed to address barriers to learning and support the whole child. Following stakeholder input, for FY27, an amount from the Title V program equivalent to the salary for a district-wide Family and Community Engagement Liaison is set aside to build sustainable, home-school partnerships. Family-school partnerships are strengthened through regular communication, scheduled family engagement events, and the district-wide Family and Community Engagement Liaison position, which serves as a bridge between families, schools, and community resources.
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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)	The district will ensure equitable access to effective educators by implementing fair hiring and placement practices, monitoring teacher effectiveness data, and providing ongoing professional learning to support instructional quality. To reduce the assignment of out-of-field teachers, district leadership regularly reviews teacher certifications, endorsements, and course assignments to ensure staff are appropriately credentialed. To support inexperienced teachers, the district provides induction, mentoring, coaching, and targeted professional learning opportunities designed to strengthen instructional effectiveness and retention. District leadership annually reviews staffing and assignment data to ensure that low-income and minority students enrolled in Title I schools and programs are not served at disproportionate rates by ineffective, out of field, or inexperienced teachers.
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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).	The district supports continuous professional growth for teachers and school leaders through ongoing, job-embedded professional learning aligned with district goals, student achievement data, and school improvement needs. Professional learning includes instructional coaching, collaborative planning, data analysis, mentoring for new staff, leadership development, and targeted training based on classroom observations and student performance. School and district leaders monitor implementation and effectiveness to ensure professional
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Professional Growth Systems

	learning results in improved instructional practices and student outcomes.
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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".	N/A
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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	The district will support the coordination and integration of academic and CTAE content through collaborative instructional planning, cross-curricular strategies, and experiential learning opportunities that promote technical, academic, and employability skills aligned with high-demand careers and industry needs. Students will participate in work-based learning opportunities such as internships, apprenticeships, career exploration activities, and partnerships with local businesses and industry professionals. In addition, the district is opening the Little Indians Daycare Center for employees that will support the Education pathway by providing students with hands-on learning experiences in early childhood education and opportunities to apply industry skills in a
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CTAE Coordination

professionals and, if appropriate, academic credit.	real-world setting. These experiences will promote career readiness, technical skill attainment, and opportunities for academic credit when appropriate.
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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.	The district will support efforts to reduce overuse of exclusionary discipline practices by implementing the Leader in Me framework to promote student leadership, positive school culture, relationship-building, and proactive behavior supports across all schools. Discipline data will be regularly reviewed and disaggregated by student subgroup to identify trends, address disproportionality, and provide targeted support to schools with high rates of office referrals, suspensions, or other removals from the classroom. The district will also provide professional learning for staff on effective classroom management, culturally responsive practices, and intervention strategies that support student engagement and maximize instructional time.
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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.	
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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.	
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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.	
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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.	
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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.	For Title I, Part C (Migrant), the district uses a centralized enrollment process based at the Stephens County Board Office. All parents enrolling in the Stephens County School System are provided the GaDOE Occupational Survey form developed by GaDOE to identify potentially eligible migratory students. The Occupational Survey is administered as part of the back-to-school registration process for all returning and new students to Stephens County Schools. As a non-MEP district, surveys are emailed through the GaDOE Portal to the Region 1 Migrant Education Program Office that serves our district. An original copy is kept for our files. SCSS has procedures in place to ensure the timely transfer of academic and health records for all students, including migratory students, to provide educational continuity when students move from one school to another. The process begins as soon as the parent/guardian provides the school with a formal release or request from the receiving school. The request is made using our online registration platform and can be completed from the convenience of the enrolling parent's device or on a device provided at the administrative office. Records are sent by secure electronic transfer to the receiving school, and a hard copy is sent through US certified mail, if requested. The district social worker, who serves as the Migrant Student Coordinator, accesses MSIX when migratory students enroll in or withdraw from the district. Information obtained through MSIX is used to verify student educational history, support enrollment decisions, facilitate records transfer, and assist with appropriate course placement.
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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	The Stephens County School System historically has had a small to non-existent migrant population. As a low-density (non-MEP funded) system, SCSS partners with the Region 1 Migrant Education Program Office to identify and support eligible migrant children and youth. SCSS has had no Priority for Services (PFS) students for the past five years. Should eligible migrant preschool children (P3-P5), K-12 students, or Out-of-School Youth (OSY) enroll in the district, SCSS would coordinate with the Region 1 MEP Office to identify academic and non-academic needs and facilitate appropriate supplemental services. Through ongoing communication and collaboration, the district and MEP Office would coordinate educational supports, health
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Title I, Part C – Migrant Supplemental Support Services

5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY 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	and social services referrals, family resources, and other assistance necessary to promote student success and educational continuity. Student needs and service effectiveness would be monitored jointly to ensure appropriate support is provided.
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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 procedures Specific professional learning activities Plan to monitor implementation with fidelity	<u>IDEA Performance Goal One:</u> SCSS strives to ensure that all SWD graduate from high school. To reach this goal, multiple activities are implemented. The SCHS Special Education Coordinator, in conjunction with case managers and counselors, monitors the graduation cohort and credits earned. This procedure occurs at the beginning of each year and at the annual IEP. Compliant transition plans are developed for each SWD. Transition plan drafts are reviewed prior to the annual IEP meeting by the SCHS Special Education Coordinator. If transition plans do not meet compliance criteria, a technical assistance meeting will be scheduled with the teacher. Case Managers meet with SWD weekly during SPEAR time. During this time, SWD work on transition goals, discuss credits, and receive academic tutoring. An Early Warning System (EWS) is used to track attendance, behavioral referrals, and credit failures. The SCHS Special Education Coordinator, Case Managers, and Counselors monitor the EWS. If a student fails a class, they can recover the credit during Zero period and/or 5th period. SWD are afforded opportunities to participate in Work-based learning, CTAE pathways, GVRA counseling, pre-ETS, CTI, and Georgia High School High Tech. These activities are monitored through Infinite Campus attendance or sign-in sheets. The Special Education Director and SCHS Special Education Coordinator meet once a month. During the monthly meetings, data will be reviewed. Based on data, technical assistance will be offered to case managers, training will be scheduled, and action plans will be developed to ensure students are on track to graduate. Professional learning will be offered throughout the year. Department meetings will be held monthly. The following topics will be discussed during monthly meetings: transition plans, pre-ETS, GVRA, continuum of services, IEP implementation, and IEP to postsecondary goal alignment. A sign-in sheet will be kept for each department meeting. If a teacher misses a meeting, a 1:1 meeting will be scheduled with the coordinator. Transition plan professional development will be delivered before October 20, 2026, to all middle and high school special education teachers. A sign-in sheet will be kept for documentation.
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IDEA Performance Goals:

	Special Education teachers participate in PLC meetings. During these meetings, they discuss curriculum and review data.
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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	<u>IDEA Performance Goal Two:</u> Child Find activities are scheduled multiple times during the school year. Locations of Child Find screening include Head Start and the Stephens County School System. Child Find activities are advertised at Kindergarten Roundup, physicians' offices, daycares, Head Start, and the district office. During screening, students' vision and hearing are assessed. Additionally, a developmental history form is completed by the parent. The student is screened using the Battelle Developmental Inventory Screening Test. To increase opportunities for inclusion, special education services are offered at each elementary school: Big A Elementary, Eastanollee Elementary, Liberty Elementary, and Toccoa Elementary. Pre-school students may be served through multiple service models, including co-teaching, supportive instruction, and small group. Stephens County School System partners with Head Start to provide additional services. The PREP program supports students who need services in a more restrictive environment. Two PREP classrooms are located at Big A Elementary. Related services include speech, OT, and PT. Preschool students will have the opportunity to participate in activity classes with their non-disabled peers. The preschool program will be monitored by the school administration, the Elementary Special Education Coordinator, and the Director of Exceptional Children. The 3-5 year old population is supported by 4 Special Education Coordinators, 6 Special Education Teachers, 6 paraprofessionals, 2 School Psychologists, 2 OTs, 1 PT, and 4 SLPs. Before IEP meetings, the Case Manager reviews the DRAFT IEP with the Special Education Coordinator 10 days before the IEP meeting. Then, the DRAFT is sent home to parents before the meeting to ensure meaningful participation. The Director of Exceptional Children and/or designee will complete monthly walkthroughs of each preschool classroom. Strengths and Weaknesses will be reviewed with the teacher. Technical Assistance meetings will be scheduled if needed. Preschool teachers and paraprofessionals will attend Bright from the Start Trainings throughout the school year. PREP teachers and paraprofessionals will participate in foundational training (e.g., approaches to learning, language, socio-emotional, functional routines, motor skills, reading readiness, writing readiness, and math readiness) on July 20, 2026. The Elementary Special Education Coordinator will participate in the Preschool Special Education Collaborative and redeliver at monthly Exceptional Children meetings. Professional Learning will be provided during the school year during monthly Department of Exceptional Children meetings. Special Education
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IDEA Performance Goals:

	teachers will receive a calendar during pre-planning that includes dates of department meetings. A sign-in sheet will be kept for each department meeting. If a teacher misses a meeting, a 1:1 meeting will be scheduled within two weeks of the missed meeting. Three to four Parent Universities are held throughout the school year. A variety of topics are addressed, such as Positive and Productive Communication with IEP Team, Planning for the Future, Summer Engagement, Parent Rights, Literacy, Understanding the Psychological Evaluation, and IEP 101. Parents are notified about training via email, class newsletters, and social media.
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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 SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	<u>IDEA Performance Goal Three:</u> Behavior RTI Tier II and III strategies will be implemented across the district. An FBA/BIP process will be implemented through MTSS and Special Education. Teachers will be trained in IEP and eligibility procedures and practices during preplanning, teacher work days, and monthly Exceptional Children meetings. An updated continuum of service options will be provided to teachers. Stephens County offers a full continuum of services for students with disabilities, including: Regular Education, Supportive Instruction, Consultative, Collaborative, Co-Teaching, Small Group outside of General Education, Separate Day School or Program, Home-based Instruction, Residential Placement, Hospital/Homebound Instruction. During preplanning, Case Managers review IEP accommodations/modifications and BIPs with general education teachers. General Education teachers have access to accommodations/modifications through SLDS - GO IEP. Paraprofessionals are given paper copies of accommodations and instruction on implementation. Before IEP meetings, the Case Manager reviews the DRAFT IEP with the Special Education Coordinator. Then, the DRAFT is sent home to parents five days before the meeting to ensure meaningful participation. During the System Leadership Retreat, the Director of Exceptional Children will provide training on FAPE to Stephens County Principals, Assistant Principals, Directors, and the Superintendent. The information will be shared with each school-based Special Education team during pre-planning. FAPE will be reviewed during the September department meetings at each school. Professional Learning will be provided during the school year during monthly Department of Exceptional Children meetings. Special Education teachers will receive a calendar during pre-planning that includes dates
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IDEA Performance Goals:

	of department meetings. A sign-in sheet will be kept for each department meeting. If a teacher misses a meeting, a 1:1 meeting will be scheduled within two weeks of the missed meeting.
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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	<u>IDEA Performance Goal Four:</u> The Director of Exceptional Children will redeliver professional learning provided by GaDOE at each monthly meeting to Special Education Coordinators. The coordinators will redeliver professional learning to teachers during monthly Department of Exceptional Children meetings. Teachers will be able to sign up for technical assistance with their school's Special Education Coordinator or Director of Exceptional Children. A training calendar will be developed and followed during the 2026-2027 school year to ensure compliance district-wide. The Director of Exceptional Children will implement an internal monitoring process for reviewing timelines, IEP compliance, and IEP implementation. The director will meet with Special Education Coordinators 1:1 monthly to monitor and supervise that state and federal laws are being followed. The Special Education Coordinators will be provided a spreadsheet with the following tabs: initial eligibility, reevaluations, Choice C, and OSS. Coordinators will update the timeline spreadsheet weekly and make a comment (e.g., up to date, assistance needed). Once a comment is received, the Director will check timelines and respond with a comment. The GO-IEP dashboard will be monitored weekly by Special Education Coordinators, the DEC Administrative Assistant, and the Director of Exceptional Children. If teachers are found to be out of compliance, technical assistance will be provided by the Special Education Coordinator and/or Director of Exceptional Children. To ensure timely and accurate data submission, the Director of Exceptional Children prints and monitors the Division of Special Education Services and Supports calendar. Due dates are added to district calendars. Work sessions are scheduled with appropriate personnel in advance of due dates. For example, a work session would be scheduled with the CFO a month before the Excess Cost Calculation Submission is due. When possible, submissions are completed before the due date.
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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 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 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 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 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 Title IV, Part A funds.
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