



Comprehensive Needs Assessment 2026 - 2027 District Report



Hart County

1. PLANNING AND PREPARATION

1.1 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. If the LEA uploads sufficient evidence of required stakeholder input in Section F. Additional Files, the cross-functional monitoring indicator pertaining to CLIP required stakeholder input will be automatically met.

Required Stakeholders

Program	Position/Role	How did this stakeholder provide input into the CLIP
Multiple Program(s)	Principals	Community Meeting, Other : Leadership Meeting
Multiple Program(s)	Other School Leaders	Community Meeting, Other : Leadership Meetings
Multiple Program(s)	Charter School Leaders(if the LEA has charter schools)	Community Meeting, Meeting
Multiple Program(s)	Teachers	Community Meeting, Meeting
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	Community Meeting
Multiple Program(s)	Specialized Instructional Support Staff	Community Meeting, Meeting
Multiple Program(s) Title I, Part A Title III, Part A	Parents (s) Title I ParentEL Parent (if the LEA receives Title III, Part A funds)	Community Meeting, Meeting, Survey
Multiple Program(s)	Community Partners	Community Meeting
McKinney-Vento Homeless	Homeless Liaison	Community Meeting, Meeting
Title I, Part A – Foster Care	Foster Care Point of Contact	Community Meeting
Title I, Part C	Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)	Community Meeting
Title II, Part A	Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)	Community Meeting, Meeting

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team looked for opportunities to infuse the work into meetings/activities ordinarily taking place within the school district. This kept the completion of the document from being viewed as a separate project or as one more initiative. Essentially, the work associated with the CNA was embedded within the regular work of the district and aligned to the action steps of the district's strategic plan. Prior to final submission, required stakeholder were personally invited to an evening meeting. (Sections 1.1 and 1.2 of the CLIP/SIP outline required
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	stakeholders.) Many recommended stakeholders were also invited to participate in the meeting. The stakeholder came together to thoroughly review the CLIP/SIP.
How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders have been and will continue to be allowed to submit information anonymously and/or in group setting. Both strategies increase the comfort level of stakeholders. Increasing their comfort level improves their overall feedback. The information is also presented to stakeholders in a strategic manner so as not to overwhelm.

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.11
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.11
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.01
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.06
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.01
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.99
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

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

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

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

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

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

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.11
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.11
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.11

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.11
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.44
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.22
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.06
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.11
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.44
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.22
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.1
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.06
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.03
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.11
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.22
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.03
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.11
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.11
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.11
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.11
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.44
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.22
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.1
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.01
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.06
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.01
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.06
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.99
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.06
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.03
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Parent Involvement/Engagement Surveys for Federal Programs Surveys from Parent Engagement Activities Professional Learning Evaluations Instructional Coaching Surveys and Time Logs Professional Learning Needs Assessments (Teachers and Paraprofessionals) Exit Surveys Self-Assessment Surveys (Associated with PBIS Implementation) Georgia Student Health Surveys Georgia Teacher Health Surveys TKES Self-Assessments and Reflections Georgia School Climate Surveys for Students, Staff, Faculty, and Parents (new in FY25)
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Parent Involvement Surveys for Federal Programs: The surveys show that most households have internet access which is helpful in continuing virtual opportunities for parent/family engagement, as an extension of classroom instruction, and possible professional learning opportunities for teachers and parents. The surveys continue to show that the majority of parents felt that the schools did quite well at providing opportunities for feedback and ideas regarding the parent engagement programs and activities. The majority of parents felt they had been given opportunities to provide input into school decisions. A large majority of parents felt that the schools encouraged parents to participate in school improvement processes. It seems that the schools do quite well at providing information to parents in an understandable way. Most parents feel that their child's school communicates weekly or more, concerning student progress. An overwhelming number of parents felt like they knew how and could contact their child's teacher. Most parents felt that the school leadership created an environment in which staff, community, and parents could work together to improve student achievement. When it comes to creating a welcoming environment, the parents felt that the schools did quite well or extremely well with this. A large majority of parents agree that the schools provide a well-rounded education to their children and promote a positive learning environment. Parents also felt that posting information on the school websites was a good way to provide information. Surveys from Parent Engagement Activities: The surveys indicate parents feel the events were beneficial in providing them with strategies to assist their child(ren) at home with core subjects. The surveys provided the schools input on what academic events the parents would like to attend in the future. Parents often cited the time of the event(s)
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	as the greatest barrier for attending and would like to see event(s) offered multiple times and at different times of day, or through digital media. Overall, the surveys showed a strong communication bond between parents/families and schools. The majority of all events in each school was held face to face this year and were most often streamed on platforms such as Facebook. Other ways to provide information will be explored by the schools. Professional Learning Evaluations: Overall, certified employees received more professional learning opportunities in FY26 as compared to previous year. Most opportunities were facilitated by the district's instructional coaches and teacher leaders within the district and offered in two formats: virtually and face-to-face. Virtual sessions limited opportunities for true collaboration, and facilitators noted less engagement among virtual participants. Employees created professional learning goals and action steps based upon their unique strengths and weaknesses, in accordance with TKES/LKES/Contributing Professionals requirements. Locally designed courses related to the following topics were options for both teachers and paraprofessionals throughout FY26: classroom management strategies; building meaningful relationships with parents and students; understanding trauma; technology integration, navigating the new Math and ELA standards, number sense development; high impact teaching strategies, literacy across content areas; workshop model of instruction; growing collaborative, creative, critical thinkers; and meeting the needs of specialized populations (gifted, Autism, SPED, EIP, and English learners). Evaluations for all sessions were very positive. Outside staff developers were invited into the district to offer PBIS implementation throughout the district, science instruction in grade 8-12; math specific strategy and content instruction in grades K-12; and other professional learning activities specifically related to select software applications utilized throughout the district. In FY27 the district will employ one elementary ELA instructional coach, one elementary Math instructional coach, one secondary ELA instructional coach and one secondary Math instructional coach. Professional learning opportunities will need to continue throughout the upcoming school year so that our instructional coaches can continue to be leaders in system-wide professional development. This is especially true for ELA and Math considering we have adopted a new ELA curriculum to meet the requirements of HB538 and also knowing that we have embarked on new standards for both ELA and Math. Several of the assistant principals within the district have very limited (or no) administrative experience, as well as, the district employs two relatively new principals at the elementary level. These leaders will greatly benefit from additional training in FY27. Throughout the FY26 year, the district provided opportunities for our Math and ELA instructional coaches to attend various trainings pertaining to the roll out of the new state standards and then lead professional learning opportunities for all ELA and Math content teachers in the district. Additional trainings will be necessary across the district as it relates to the implementation of the new state Math and ELA standards grades K-12. In addition to these trainings, all K-5 teachers will require training on the newly adopted ELA curriculum. Instructional Coaching Surveys and Time Logs: The district employed seven instructional coaches in FY24 but in FY25 that number was
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reduced to five as two of the seven moved into administrative positions. In FY27, as previously stated, the district will employ four. Instructional coaches are system-based (rather than school-based) and content specific with two focusing on math, two focusing on ELA. The instructional coaches serve as true leaders in the area of curriculum. Surveys are generally administered two or three times throughout the school year. In FY26, surveys were administered twice - once after the first semester and then again after the second semester of the school year. As in previous years, instructional coaching services most often impacted instructional resources, instructional strategies (so as to improve differentiation within the classroom setting), instructional planning, and technology integration. Few barriers, other than time and demanding duties and responsibilities of teachers, interfered with the instructional coaching process currently utilized throughout the district. Engaging in deep coaching and experiencing meaningful coaching cycles have been and continue to be goals of the district. Survey results indicated limited time spent on the following tasks: analyzing data (formative and summative), co-teaching, participating in coaching cycles, classroom instructors teaching and receiving nonevaluative feedback, and instructional coaches modeling instruction. Participation rates among elementary teachers remained higher than secondary teachers, and participation rates among Math teachers (at both elementary and secondary levels) were higher than ELA teachers. In an effort to increase the number of those benefiting from instructional coaches, teachers falling into specific categories have been and will continue to be required to seek assistance from instructional coaches. Induction teachers are one such category. Those having participated in coaching cycles have recorded testimonials; the testimonials will be added to course descriptions and also at our annual new teacher orientation trainings. 'Word of mouth' is sometimes the best form of advertisement. Principals have been directed to discuss the district's expectation of working with instructional coaches when interviewing potential candidates. Those disinterested in doing so are encouraged to seek employment elsewhere.

Principals have been and will continue to be reminded of the differences between surface coaching and deep coaching as well as the district's expectation of continuous improvement. Principals will continue to communicate these expectations during faculty meetings, department team meetings, and all required conferences - pre-evaluation; mid-year, and summative as required with the TKES process.

Professional Learning Needs Assessments: School specific results were shared with principals, instructional coaches, and program directors. Results discussed here represent system needs.

Most paraprofessionals within the district assist students receiving special services and/or students under the age of eight. Their needs were gathered during face-to-face meetings. The meetings occurred twice during the school year (once each semester), and school level administrators served as facilitators for the meetings. Paraprofessionals desired professional learning opportunities related to the following topics: behavior management techniques (including PBIS), characteristics of disabilities served within the district and effective instructional strategies for represented exceptionalities, de-escalation techniques and physical restraint, computer programs/apps used

	during classroom instruction, CPR and first aid, and content specific instructional strategies. All certified personnel across the district were asked to complete an anonymous survey about his or her professional learning needs for the upcoming FY27 school year. Professional learning opportunities related to the following topics were deemed priorities among teachers: 1. Choosing instructional resources for students receiving specialized services (gifted, Sped. RTI, etc.) 2. Increasing student engagement so as to create a positive learning environment 3. Infusing technology into teaching and learning 4. Using high yield instructional strategies and practices that reflect high expectations for learning 5. Integrating creativity, collaboration, and critical thinking into daily instruction 6. Setting individual goals with students 7. Analyzing and using student growth reports to develop individualized instructional plans Advanced professional development as related to Google products, Study Island, IXL and MAP emerged as needs of teachers. Introductory professional development as related to Audio Enhancement/Educam, Gizmos, Padlet and Flocabulary were also cited as needs. Endorsements desired by teachers within the district included the following: Autism, Gifted, Intervention specialist, and ESOL were noted as areas of interest among respondents. Exit Surveys: Certified individuals leaving the district were asked to complete exit surveys. FY21 was the first year exit surveys were administered. Participation was voluntary; and in FY25 fifteen chose to provide feedback. Approximately fifty percent of those surveyed had ten or less years of classroom experience and were in the district for ten or less years. Four resignations were due to retirement. Lack of supportive work environment and inadequate support from administrative staff were most often cited as contributing factors when making the decision to leave as determined by three survey responses. As previously stated, four retired and three left Hart County for career advancement in the field of education. Self-Assessment Surveys: The SAS (Self-Assessment Survey) is given once each school year, typically in the fall semester, to all staff at each of the five schools within the district. The SAS results are then utilized by individual school-level PBIS teams to determine appropriate actions steps to improve the implementation of PBIS based on the staff's perception of the following areas: school-wide systems, classroom settings, and tiered student supports. Each school-level PBIS team identifies two to three areas of weakness and addresses these through their school's PBIS Action Plan. Although data is analyzed individually at each school, all schools presented many of the same strengths. Results from Fall 2025 show that an average of 92% or higher of staff members at all five schools feel that PBIS implementation in the classroom setting is in place with low percentages of priority form improvement. In addition, an average of 90% or above of staff members at the three elementary schools and the high school feel that school wide discipline systems are in place. Staff at HCMS identified that in regards to school wide systems, an area of growth identified from the SAS results is in the response to behavior. More specifically,
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	the HCMS faculty's use of the school wide behavior flow chart used for responding to behavior. General areas of growth throughout the district identified were related to the advanced tiers of support for students. Areas that our schools will focus on next year will be professional learning in the processes/procedures of advanced tiers and increasing the level of use, as well as options for tiered interventions. These areas of growth, along with each schools' strengths will continue to drive action planning to improve the overall system wide implementation of PBIS, as well as staff perception of PBIS and its supports.
What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Sign-In Sheets from Parent/Family Engagement Activities Documents Related to System Governance Team Meetings Survey Related to System Governance Perceptions and Needs Documents Related to System Leadership Meetings Teacher and Staff Attendance Documentation District Strategic Improvement Plan and District Support for Strategic Improvement Plan (DSSP) Meetings Documentation Related to Meetings Between Instructional Coaches and System Administrators TKES / LKES Documentation Documents Related to PBIS Meetings Cognia Report(s) Documents Related to Strategic Planning District Implemented Impact Checks Every 60 Days
What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Parent Engagement Activities: Sign-in sheets show a stronger attendance among parents with children in grades K-2, parents who speak English, and parents whose income is above the poverty level. A stronger attendance among parents is evident when the event is a student led activity. Attendance indicates the need to identify the groups of parents that are less engaged with the child's academic achievement and behavior and then design strategies tailored to address the barriers at all levels in the district. System Governance Team Meetings and Perception Surveys/Needs Assessment: Each of the five schools and the district's College and Career Academy have school governance teams. School governance teams meet monthly to discuss budgets and local school improvement initiatives. Based on meeting feedback and notes, continued emphasis on making decisions about school improvement needs and initiatives is needed. School governance teams need to be leveraged in a way that they are seen as the agent of change and improvement at the school level. School governance team members were instrumental throughout the process. In FY27, the system's charter will be rewritten and all school governance members will once again be asked to participate in the process. In FY26, a school governance needs assessment and perception survey was administered to all governance members and principals at each school. From the district perspective, based upon results of the surveys, it was evident that principals needed training opportunities in running governance meetings in an effective and purposeful manner while members' responses indicated training necessary in the roles and responsibilities of a governance team, as

well as their role in the school improvement process. Training specific to these identified needs will be a priority for FY27. The district's priorities for FY27 and beyond are clearly defined and the priorities include: high expectations, literacy, and college/career readiness.

System Leadership Meetings: Monthly leadership meetings occurred regularly throughout the FY26 school year. When the leadership team came together, members were attentive and prepared; however, the team struggled with true collaboration. Most departments simply used the meetings as opportunities to share programmatic updates. Doing so, perpetuates the mentality of working in silos. Activities related to collaboration, true professional learning, teaching, and learning should be continued goals of the system leadership team. Moving forward, opportunities for principals to meet with the Asst. and Assoc. Superintendents by grade bands (elementary and secondary) may be beneficial. Throughout FY25, district leaders and principals had the opportunity to work collaboratively with GLISI (Georgia Leadership Institute for School Improvement) on leadership development. Our primary focus for the district was to create and plan for implementation of a balanced scorecard for the district. This work proved beneficial for the district leaders and school leaders and full implementation of a district wide balanced scorecard was maintained starting FY25. Although the work began in FY24, the district participated in full implementation of Impact Checks every sixty days at all five schools effectively in FY25 and continued this practice in FY26 and will carry impact checks throughout FY27.

Teacher and Staff Attendance: Throughout FY26, attendance was monitored by district and school administrators. When patterns or trends emerged, staff members were notified. School administrators receive monthly attendance reports at system leadership and will continue to document teacher attendance in TKES during mid-year and summative conferences. Each school has used and will continue to use PBIS strategies/incentives to positively reinforce teacher attendance. Staff members have been and will continue to be informed of unintended consequences of absenteeism (examples: money spent on substitutes, negative impact on student achievement). It is the district's hope that sick days used by teachers will decrease. Throughout FY25, a new pattern emerged among select individuals in the system where he or she had ran out of sick and/or personal days, and continued to take days without pay. Principals were charged with having meaningful conversations with those individuals where possible consequences for such were shared. The district recognizes that circumstances for each individual will be different and appropriate circumstances will be respected by the district but are efforts do not go unnoticed as "Leave Without Pay" days decreased in FY26.

District Support of the Strategic Plan (DSSP) Meetings: In FY26, the district aligned DSSP meetings with LKES requirements. DSSP meetings were held three times during FY26 (fall, winter, and spring). All three DSSP meetings were held as planned and proved beneficial. The DSSP meetings involved the Superintendent, Associate Superintendent, Assistant Superintendent, and the principal and assistant principal(s) at each respective school and Academy. The meetings allowed school administrators to share their school level initiatives and action steps as related to student achievement, discuss MAP (Measures of Academic Progress K-8) data, and request strategic

	district support. As a result, system administrators gained a better sense of the district's present level of performance and opportunities to think collaboratively and problem solve on areas needing attention. School administrators were again given the opportunity to express specific needs as related to district support. Meetings Between Instructional Coaches and System Administrator: Meetings between the Assistant Superintendent and the instructional coaches occur monthly. Meetings were governed by norms, and participants held one another accountable to those norms. Conversations were primarily devoted to instructional practices, student achievement, and professional learning. The meetings guide the district's performance objectives, initiatives, and action steps; improve vertical alignment among and across content areas; and feed the district's ongoing comprehensive needs assessment. TKES Documentation: According to FY26 TKES data, the top three weaknesses among teachers within the district were assessment uses, differentiated instruction, and assessment strategies. Providing an academically challenging learning environment, which is directly correlated to the top three weaknesses, was the district's fourth area of concern. PBIS Meetings: PBIS (Positive Behavioral Interventions and Supports) teams exist at the school and district levels. School level teams consist of school administration, grade level and support staff representatives, as well as parent representatives. Student representatives, through Student Ambassadors/Leaders, are present within all of the schools and provide input for the teams to consider, but are not a part of school level meetings. School Level Administration representatives, PBIS Coaches, district level leadership, and parent representatives form the system level PBIS team. During monthly PBIS meetings at the school level, teams analyze school based discipline data retrieved from SWIS (School-wide Information System) to determine adjustments to PBIS action plans. Precision statements are formed by school level teams to develop action plans for specific students, grade levels, and/or locations, where expectations are to be retaught. PBIS is intended to improve the social emotional and academic outcomes for all students; therefore, students at-risk for poor behavioral outcomes are linked to MTSS (Multi-tiered System of Supports). MTSS is an overarching umbrella that includes PBIS, RTI, mental health, and other wrap-around services to support the whole child. This ensures that services/supports are made available to all students. The district will continue to improve the process of analyzing not only the office discipline data but to determine the root causes for specific referrals and take necessary steps to support students from a whole-child perspective. The PBIS Self Assessment Surveys (SAS) completed at each school during Fall 2025 identified the need for focused professional learning in the processes/procedures of advanced tiers and increasing the level of use and options for tiered interventions. Our teams have grown in identifying problem behaviors and analyzing data, but are still working on linking the appropriate support with students to help decrease behavior referrals. Although our SAS survey results show that staff members rate that PBIS implementation in the classroom setting is in place with low percentages of priority for improvement, district SWIS data verifies that behaviors typically occur in the classroom. The district level leadership team will continue to provide additional professional
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	development for classroom support. In addition for FY27, the ISS coordinator at each school will be filled by a full time certified educator. They will work alongside general education teachers, interventionists, and school level administration to help improve behavioral outcomes for students. Cognia Report: In the fall of 2020, the district underwent system accreditation through Cognia (formerly known as AdvancEd). The district's overall score significantly increased from the prior visit in 2015. In FY21, the Institution IEQ score was 339.03. (IEQ scores range from 100 to 400.) An IEQ of 275 and above indicates the institution is beginning to reach the impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution. In order for the district to maintain current gains and experience even greater successes, the following should be viewed as priorities. In FY26, the district worked diligently to complete all of the necessary requirements for District-Wide Accreditation through Cognia which will take place in September 2026. • Formalize processes to demonstrate that the desired programs and practices are implemented and monitored with quality and fidelity. • Demonstrate the use of longitudinal data and evidence to ensure effectiveness of collaborative learning communities over time. • Continuous usage of longitudinal data to determine ongoing improvements to curriculum alignment and instructional practices that result in improved student learning. • Broaden the use of effective instructional strategies to ensure all learners have personalized and equitable learning opportunities. (There was limited evidence of all student groups having personalized and equitable learning opportunities.) • Increase rigor in Tier I instruction at all levels. • Increase project/inquiry-based activities across courses and grade levels. • Use data to monitor and adjust services, program, and instructional practices so as to meet the needs of all learners. The lowest rated standard read as follows: The learning culture promotes creativity, innovation, and collaborative problem solving. Documents Related to Strategic Planning: The system was very intentional in revisiting our strategic plan during FY26 and using assessment data, surveys, and stakeholder feedback to ensure that our strategic plan specifically met our current needs for the FY27 school year. The executive leadership team consisting of the Superintendent, Associate Superintendent, Assistant Superintendent, and CEO of the College and Career Academy analyzed all forms of data collected and strategically made additions and changes to the strategic plan that outlined the current needs and action steps of the district.
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What achievement data did you use?	Georgia Milestones Assessment System (GMAS) Data within SLDS and DRC Insight. Measures of Academic Progress (MAP) Reports ACCESS Scores CCRPI Reports Amira Reading Screeners
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What does your achievement data tell you?	FY26 GMAS Scores Were Not Available At The Time Of The Writing Of This Report			
	<u>FY26 Data For CLIP</u>			
	<u>Georgia Milestones Assessment System (GMAS) Data within SLDS:</u> The district has focused on increasing the percentages of students scoring within levels three (proficient) and four (distinguished) as measured by GMAS. Spring 2025 EOG scores were compared to spring 2024 EOG scores. Increases were noted in the following grade levels and subject areas: 3rd grade math, 4th grade ELA and math, 5th grade math and science, 6th grade math, and 7th grade math. (Note: All eighth grade students took the Physical Science EOC rather than the EOG.)			
	When examining Hart County's FY25 scores as compared to those of FY15 (over a 10 year trend), Hart County shows growth in 3's and 4's in: 3rd grade ELA and math, 4th grade ELA and math, 5th grade ELA, math and science, 6th grade ELA and math, 7th grade ELA and math, 8th grade math, Physical Science and social studies.			
	Percentages of 3's and 4's:			
	Grade and Subject Area	FY24	FY25	Difference
	3rd Grade ELA	35.7%	35.5%	-0.2%
	3rd Grade Math	49.0%	52.4%	+3.4%
	4th Grade ELA	39.8%	42.0%	+2.2%
	4th Grade Math	60.0%	62.2%	+2.2%
	5th Grade ELA	50.0%	47.7%	-2.3%
	5th Grade Math	37.0%	46.2%	+9.2%
	5th Grade SC	41.6%	45.5%	+3.9%
	6th Grade ELA	41.5%	38.7%	-2.8%
	6th Grade Math	37.0%	44.2%	+7.2%
	7th Grade ELA	38.4%	36.4%	-2.0%
	7th Grade Math	37.0%	40.6%	+3.6%
8th Grade ELA	43.4%	32.3%	-11.1%	
8th Grade Math	53.0%	50.7%	-2.3%	
8th Grade SS	46.4%	41.5%	-4.9%	
8th Grade Physical Science	35.2%	34.3%	-0.9%	
When comparing FY25 with FY24, Hartwell Elementary improved the percentage of 3's and 4's in the following areas: 3rd grade ELA and math, and 4th grade math. North Hart Elementary improved in the following areas: 3rd grade ELA and math, 4th grade ELA, 5th grade ELA, math and science. South Hart Elementary improved in the following areas: 3rd grade math, 4th grade ELA, 5th grade math and science. Hart County Middle improved in the following areas: 6th grade math				

and 7th grade math.

Georgia Milestones Assessment System (GMAS) Data Reports for End of Course Assessments (EOC):The district has focused on increasing the percentages of students scoring within levels three (proficient) and four (distinguished) as measured by GMAS. Fall and spring combined 2025 EOC scores were compared to combined 2024 EOC scores. Increases were noted in the following subject areas: Biology and Algebra.

Rigor associated with tier I instruction remains a weakness throughout the district.

Percentages of 3's and 4's:

Grade and Subject Area	FY24	FY25	Difference
American Literature	37%	34.5%	-2.7%
Biology	44%	45.1%	+0.8%
Algebra	53%	53.2%	+0.2%
US History	20.4%	13.9%	-6.5%

Based on Hart County EOC data from the past 10 years, content mastery shows growth in 3's and 4's in Biology and Algebra. Hart County shows a decrease in 3's and 4's for American Literature and US History.

Measures of Academic Progress (MAP) Reports:Literacy has been the district's focus from FY2018 to FY2025.

According to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in ELA for FY21 were as follows: 2nd grade - 64.3%, 3rd grade - 67.4%, 4th grade - 63.5%, 5th grade - 60.5%, 6th grade - 61%; 7th grade - 66.6%; and 8th grade - 58.5%. According to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in Math for FY21 were as follows: 2nd grade - 72.2%, 3rd grade - 78.1%, 4th grade - 78.1%, 5th grade - 78.5%, 6th grade - 63.6%; 7th grade - 70.4%; and 8th grade - 66.8%.

For FY22, according to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in ELA for FY22 were as follows: 2nd grade - 64.1%, 3rd grade - 66.7%, 4th grade - 63%, 5th grade - 54.1%, 6th grade - 59.6%; 7th grade - 65.5%; and 8th grade - 67.4%. According to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in Math for FY22 were as follows: 2nd grade - 67.5%, 3rd grade - 65.3%, 4th grade - 75.5%, 5th grade - 73.7%, 6th grade - 69.8%; 7th grade - 62.4%; and 8th grade - 64.1%.

For FY23, according to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in ELA for FY23 were as follows: 2nd grade - 63.5%, 3rd grade - 66.4%, 4th grade - 52.9%, 5th grade - 53.8%, 6th grade - 54.2%; 7th grade - 68.4%; and 8th grade - 58.1%. According to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in Math for FY23 were as follows: 2nd grade - 56.1%, 3rd grade - 62.5%, 4th grade - 50.9%, 5th grade - 68.7%, 6th grade - 66.5%; 7th grade - 68.0%; and 8th grade - 62.9%.

For FY24, according to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in ELA for FY24 were as follows: 2nd grade - 66.2%, 3rd grade -

66.0%, 4th grade - 56.6%, 5th grade - 54.6%, 6th grade - 55.6%; 7th grade - 69.0%; and 8th grade - 64.3%. According to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in Math for FY24 were as follows: 2nd grade - 59.6%, 3rd grade - 56.1%, 4th grade - 62.2%, 5th grade - 77.2%, 6th grade - 65.9%; 7th grade - 58.7%; and 8th grade - 62.7%.

For FY25, according to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in ELA for FY25 were as follows: 2nd grade - 73.0%, 3rd grade - 62.0%, 4th grade - 54.7%, 5th grade - 49.6%, 6th grade - 55.6%; 7th grade - 62.6%; and 8th grade - 57.7%. According to the Projected Proficiency Summary Report within MAP, the percentages of students scoring within the beginning and developing learner categories in Math for FY25 were as follows: 2nd grade - 62.8%, 3rd grade - 59.5%, 4th grade - 54.4%, 5th grade - 71.4%, 6th grade - 61.5%; 7th grade - 57.8%; and 8th grade - 61.3%.

CCRPI Reports:

The calculation process for CCRPI was changed for 2023. Rather than an overall score, we received scores in each individual area. The charts below show our scores as they relate to the state as well as prior years in each area.

Content Mastery Scores													
	2018	2018 State	Prior Year Change	2019	2019 State	Prior Year Change	2020	2020 State	Prior Year Change	2021	2021 State	Prior Year Change	2022
High School	67.8	68.9	N/A	67.9	68.9	0.0	68.0	68.1	-0.1	67.9	68.1	0.2	68.1
Middle School	65.9	65.1	N/A	66.1	67.6	1.5	65.9	66.0	0.1	67.0	66.0	1.0	65.9
Hartwell	64.9	66.7	N/A	65.8	68.7	2.9	65.1	63.0	-2.1	63.0	63.0	0.0	64.9
North Hart	67.3	66.7	N/A	68.0	68.7	0.7	68.0	63.0	-5.0	68.0	63.0	5.0	67.3
South Hart	66.3	66.7	N/A	66.1	68.7	2.6	66.3	63.0	-3.3	66.3	63.0	3.3	66.3
All Elementary	65.9	66.7	N/A	66.0	68.7	2.7	65.9	63.0	-2.9	65.9	63.0	2.9	65.9
Progress Scores													
	2018	2018 State	Prior Year Change	2019	2019 State	Prior Year Change	2020	2020 State	Prior Year Change	2021	2021 State	Prior Year Change	2022
High School	72.3	83.0	N/A	84.0	82.1	11.7	N/A	N/A	N/A	84.0	79.2	4.8	82.7
Middle School	84.9	81.0	N/A	83.3	80.3	3.0	N/A	N/A	N/A	80.0	82.5	2.5	82.3
Hartwell	86.7	84.4	N/A	86.0	84.4	1.6	N/A	N/A	N/A	86.0	84.4	1.6	86.0
North Hart	80.8	84.4	N/A	79.4	84.4	5.0	N/A	N/A	N/A	81.4	80.0	1.4	80.7
South Hart	84.5	84.4	N/A	85.3	84.4	0.9	N/A	N/A	N/A	87.0	85.0	2.0	86.2
All Elementary	84.5	84.4	N/A	84.9	84.4	0.5	N/A	N/A	N/A	83.2	85.0	1.8	86.2
Closing Gaps Scores													
	2018	2018 State	Prior Year Change	2019	2019 State	Prior Year Change	2020	2020 State	Prior Year Change	2021	2021 State	Prior Year Change	2022
High School	66.4	100	N/A	66.4	99.9	0.0	N/A	N/A	N/A	67.4	97.4	30.0	67.4
Middle School	64.4	79.8	N/A	65.0	80.3	15.9	N/A	N/A	N/A	66.7	82.5	15.8	66.7
Hartwell	60.0	85.0	N/A	59.9	90.0	30.1	N/A	N/A	N/A	62.1	86.7	24.6	62.1
North Hart	61.4	85.0	N/A	57.9	85.0	23.1	N/A	N/A	N/A	60.7	86.7	26.0	60.7
South Hart	67.5	85.0	N/A	68.0	90.0	22.5	N/A	N/A	N/A	69.1	86.7	17.6	69.1
All Elementary	67.1	85.0	N/A	67.1	85.0	17.9	N/A	N/A	N/A	67.9	86.7	18.8	67.9
Readiness Scores													
	2018	2018 State	Prior Year Change	2019	2019 State	Prior Year Change	2020	2020 State	Prior Year Change	2021	2021 State	Prior Year Change	2022
High School	76.4	73.4	N/A	76.5	73.5	0.1	N/A	N/A	N/A	74.5	71.4	3.1	73.3
Middle School	82.0	81.4	N/A	81.6	82.9	1.3	N/A	N/A	N/A	81.0	82.5	1.5	82.0
Hartwell	80.0	81.4	N/A	80.7	81.0	0.3	N/A	N/A	N/A	79.1	82.5	3.4	80.7
North Hart	78.9	79.1	N/A	78.8	81.0	2.2	N/A	N/A	N/A	80.0	82.5	2.5	80.0
South Hart	78.5	79.1	N/A	79.0	81.0	2.5	N/A	N/A	N/A	80.7	82.5	1.8	80.7
All Elementary	78.9	79.1	N/A	78.7	81.0	2.1	N/A	N/A	N/A	80.2	82.5	2.3	80.2

Content mastery at all levels (elementary, middle, and high) has become a strength as evidenced by district scores at all levels falling above those of the state. The high school scored 73.9 where the state was 68.1. The middle school scored 65.9 where the state was 64.0. The elementary scores together scored 68.1 where the state was 67.8.

Progress within the district at both the middle (83.5) and elementary (97.5) levels exceeded the state's (82.3 and 86.2 respectively) progress. Progress measures how much growth students demonstrate in ELA and math and how well English learners are progressing towards English language proficiency.

Red flags are given to subgroups not making progress and not meeting improvement targets. At the elementary level, a red flag was given for English Learners in ELA, white learners and students with disabilities in Science. Green star flags are given for subgroups that met the improvement target. A green star flag was given for economically disadvantaged students in ELA and science. Another was given for students with disabilities for ELA.

At the middle school level, the content areas with the most red flags were science and social studies. The subgroups with the most red flags were Hispanic and English Learners. The content area with the fewest red flags was English

	language arts. (Math was not rated due to the implementation of the new curriculum.) Economically disadvantaged and students with disabilities both received green stars for ELA. At the high school level, the content area with the most red flags was American Literature. The subgroups with the most red flags were white and students with disabilities. The content area with the fewest red flags was Biology. (Algebra was not rated due to the implementation of the new curriculum.) Closing Gaps sets the expectation that all students and all subgroups make improvements in achievement rates. When compared to the state, the middle school gap closure is most concerning for the district, and the elementary school gap closure is the least concerning. All levels were lower than the state score for closing gaps. *** For more information please see the following link to our Data Analysis Website: https://bit.ly/HCCSDATA <u>AMIRA Reading Screeners:</u> Amira Learning is a Georgia State Board of Education–approved universal reading screener used to identify students at risk for reading difficulties, including characteristics of dyslexia, in alignment with Georgia's early literacy requirements. The assessment evaluates foundational reading skills such as phonological awareness, decoding, and fluency, and provides data to guide instructional and intervention decisions within MTSS. SY 25-26 is the first year that HCCS has utilized this as our universal screener for reading difficulties. During the year, the district decreased the percentage of students in grades K-5 identified as having stronger at risk signals for reading difficulties from 9% to 5%. AMIRA - Benchmark Assessment Data Reading Risk Report/Results			
		Beginning of the Year August 2025	Middle of the Year December 2025	End of the Year April 2026
	Percentage of Students at LOW RISK of Reading Difficulties	87%	92%	93%
	Percentage of Students AT RISK (weaker signals) of Reading Difficulties	4%	3%	3%
	Percentage of Students AT RISK (stronger signals) of Reading Difficulties	9%	6%	5%

What demographic data did you use?	Free and Reduced Meal Percentages Ethnic Subgroups from CCRPI Reports Student Information System (Infinite Campus)
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What does the demographic data tell you?

Free and Reduced Meal Percentages: Beginning in July 2024, Hart County became a Community Eligibility Provision district, where all children receive breakfast and lunch at no cost. This calculates the FRL percentages into an equation with a multiplier and resulted in the following percentages for the FRL count in October 2024:

- Hartwell Elementary School - 100%
- North Hart Elementary School - 96.55%
- South Hart Elementary School -100%
- Hart County Middle School - 98.44%
- Hart County High School - 85.53%
- System -94.90%

The increase in FRL Percentages are related to the new guidance that allows students who receive Medicaid benefits to be directly certified for free or reduced meals. These rates will stand for a 4 year term before they have to be refigured. At that time it would be reasonable to expect a decrease in eligibility due to the end of pandemic benefits.

Ethnic Subgroups from FY25 CCRPI Reports: At the elementary level, the following subgroups existed for all subject areas: black, Hispanic, white, economically disadvantaged and students with disability. There were also subgroups of Asian, multi-racial and English learners in Math and ELA. At the middle school level, the following subgroups existed for all subject areas: black, Hispanic, white, economically disadvantaged, English learners and students with disability. There were also subgroups of Asian and multi-racial for math and ELA. At the high school level, the following subgroups existed for all subject areas: black, Hispanic, white, economically disadvantaged and students with disability.

Student Information System (Infinite Campus): As of May 2025, the district's total enrollment was 3,731 which is a decrease from 3,779 in FY24. 59.1% of the student population identifies as white; 20.7% identifies as black; 11.8% identifies as Hispanic; 6.0% identifies as multi-racial; 2.3% identifies as Asian/Pacific Islander; 0.1% identifies as American Indian. As of FY25, 8.6% of the student body was identified as having Limited English Proficiency (LEP) which is an increase from 5.0% in FY24. 7.7% qualified as gifted, which is an increase from 7.6% in FY24. 17.4% qualified for SPED services, which is an increase from 16.7% in FY24.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	1. Across the system, there is a need to increase the percentage of students scoring within levels three and four as measured by GMAS. Administrators and instructional coaches recognize the need to increase rigor within classroom instruction. Tier I instruction needs strengthening in all grade levels and content areas. 2. Literacy instruction, specifically Tier I instruction, continues to be of particular concern. Literacy impacts all content areas as well as college and career readiness. Due to HB538 and highly qualified ELA materials requirements, the district has purchased and is implementing an entirely new reading/writing curriculum in grades K-5. In FY27, a new ELA curriculum will be purchased and implemented at the middle school. 3. MAP is highly correlated to GMAS; therefore, it is an excellent predictor of student achievement, student growth, and teacher effectiveness. Usage and understanding of MAP reports continue to be areas for improvement. Utilizing MAP fluency assessments and receiving training on the utilization of reports, will be a focus for K-3 teachers in FY26. Another requirement set forth by the state with HB538 is the dyslexia screener requirement which the district will use MAP. Professional learning on administration, interpretation of results, and writing individual reading plans for students not meeting expectations will be a focus in FY27 at the elementary level. 4. Historically, TKES/LKES ratings did not always align with GMAS, MAP, and CCRPI results. Feedback provided through both processes must be timely, specific, and relevant. When instructional concerns exist/surface, administrators need to increase the time devoted to monitoring those concerns. For example, the administrator observes the teacher's classroom instruction multiple times, schedules a face-to-face conversation discussing how and why to improve (with one option for how to improve being to work with an instructional coach), summarizes the conversation in TKES, monitors for improvement (or lack of improvement) through additional observations and data analysis, and uploads artifacts and evidence into TKES. 5. Achievement teams are effective for monitoring the needs of students between summative assessments. The more teachers collaborate about student learning and their effectiveness, the greater the success experienced by all involved. Engaging in meaningful discussions regarding specific students (i.e., placing faces with names and calling names of students) is imperative. Principals must continue
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Strengths and Challenges Based on Trends and Patterns

	to be involved in this process and ensure that the achievement team process is carried out with fidelity in each school. Teachers continue to struggle with using assessments (formative and summative) to differentiate instruction and monitor student learning. Instructional coaches will be available during achievement teams when asked to help in analyzing student information and providing feedback on differentiation and teaching strategies that best meet the needs of the students. 6. Teachers regularly work with instructional coaches to review and revise pacing guides and analyze vertical alignment of standards. This process will be of particular importance as we roll out the new Georgia Math standards K-12 and plan for the roll out of the new Georgia ELA standards the following year. Common formative and summative assessments continue to be developed. Throughout the development of these assessments, instructional coaches assist in triangulating DOK levels of standards, instructional tasks, and assessments. 7. Ongoing training on standards-based report cards is needed to address shifts in personnel and a district-wide gap since prior professional learning. These changes have led to inconsistencies in how teachers interpret and apply scoring criteria. Providing targeted training during the 2026–2027 school year will strengthen teachers' understanding of consistent grading practices, effective use of Levels of Quality documents, and the role of student portfolios in accurately reflecting student progress. This support will ensure greater alignment across classrooms and more reliable communication of student achievement. 8. Lesson planning needs further development. Lessons must be planned and executed with great intentionality due to time constraints and the number of standards. Lesson planning driven by assessment usage must become more evident. Teachers with ELs will include English Language Development Standards in their plans. 9. Gifted and high achieving students are not demonstrating curriculum mastery at high levels. Improving tier I instruction; infusing creativity, collaboration, and critical thinking into daily instruction; and increasing opportunities for project/inquiry-based learning are needed at all levels. 10. Math and ELA curriculum teams will need to continue throughout the district to work alongside the instructional coaches and district leaders in the training and alignment of our newly adopted K-5 ELA curriculum for the district that align with the new standards in both ELA and Math. These teams will need to revisit and rewrite all local assessments in both reading and math for utilization across the district. 11. School and system leaders need additional training/support in leadership development and implementation so to further increase student achievement in the district. One particular area of need in administrative training in the area of Special Education.
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Strengths and Challenges Based on Trends and Patterns

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	1. Many of the district's principals and assistant principals are less than three years into their tenures. Therefore, they are still learning how to be instructional leaders and perfecting the following: narrowing the focus; communicating the narrowed focus/vision to stakeholders; and aligning all work (conversations, school improvement initiatives and action steps, professional learning opportunities, school governance tasks, etc.) to the narrowed focus/vision. 2. The district continues to struggle with effectively monitoring initiatives and action steps of school level strategic improvement plans. Monitoring should include structured conversations requiring evidence of implementation and data sets. This information would naturally assist the district and schools in more accurately measuring effectiveness of school improvement initiatives and serve as documentation for LKES ratings. The information would also be important to the work of school governance teams and add to each school's needs assessment. The executive leadership team will continue the work with GLISI to refine our practices and implement impact cycles with each school to appropriately monitor their work. In FY27, with our work with GLISI, we will be rewriting our strategic plan and planning for the next five years. 3. System leadership team meetings need greater focus on teaching and learning. Opportunities for system and school administrators to meet as grade bands (elementary and secondary) have been limited. This is an area for improvement. 4. School level governance teams are not utilized to their fullest potential. Time is often a barrier to true collaboration and sharing of the decision-making process. Additional trainings are needed as this is an area for improvement. 5. Feedback provided to teachers and leaders within TKES/LKES has improved; however, this continues to be an area for improvement. 6. The district needs to continue to seek and create opportunities to grow teacher leaders, as well as, future administrators/coordinators. 7. The district needs to use longitudinal data to determine ongoing improvements to curriculum alignment and instructional practices that result in improved student learning. 8. Administrators and directors need to formalize (write down) processes to demonstrate that the desired programs and practices are implemented and monitored with quality and fidelity. 9. Throughout FY26, the system revised its strategic improvement plan. Administrators, teachers, parents, and community stakeholders were given multiple opportunities to share positive feedback, as well as, concerns regarding the district's academic performance, past and present initiatives, and future desires. Emerging trends/patterns were noted, discussed, and incorporated into the district's new five-year strategic plan. Annual progress will be shared with Board of Education members and School Governance Team members in the summer of FY25. Initiatives and action steps will also be adjusted at that time as to align with the CLIP. 10. Visibility within classrooms by administration and district leaders must improve throughout the upcoming school year. Teachers, parents, and students have expressed concerns regarding this issue.
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Strengths and Challenges Based on Trends and Patterns

	11. In FY23, new district leadership came into place. While incoming administrators had experience within Hart County, they were new to their roles. This included the district's Superintendent, Associate Superintendent, and Assistant Superintendent. In FY24, the district had a new special education director and a new coordinator for MTSS. School and system leaders need additional training/support in leadership development and implementation so to further increase student achievement in the district. 12. In FY26 a new position was staffed for the district, Director of Early Learning. This new position will further aid in our district's desire to increase early literacy skills for all students in our community. This new position will be instrumental in communicating our district goals and needs with faculty and staff, community stakeholders, and parents and will work to provide invaluable resources that prepare all children to enter the public school arena being exposed to literature from birth and develop a love for learning.
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Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	1. Professional capacity is viewed as one of the strongest systems within the organization. The district has embraced ongoing, differentiated, job-embedded professional learning (PL). Doing so, has greatly improved implementation of presented ideas/concepts/strategies and increased the effectiveness of PL opportunities. 2. Maintaining effective instructional coaches that are system-based, leveled (elementary/secondary), and content specific is necessary for future and continued success. In FY24, the district added a secondary Science instructional coach, a secondary Social Studies instructional coach, and an elementary Science/Social Studies instructional coach. In FY25 both the secondary Social Studies instructional coach and elementary Science/Social Studies instructional coach accepted administrative positions, one within the district and one outside of the district. At this time, those positions have not been filled for FY27. 3. Reinstating the system PL committee is desired. (This committee was dissolved for three years due to the pandemic.) 4. Professional learning opportunities continue to be evidence-based and focused on needs rather than wants with needs being determined by student achievement/growth data, TKES/LKES reports, feedback from participants following PL sessions, structured meetings/conversations, and survey results. 5. In time, the induction programs need to be reevaluated and potentially reinstated. These were dissolved during the pandemic. 6. Partnerships with higher education entities will be maintained and strengthened so as to enhance recruitment efforts. 7. School calendars offer PL days throughout the school year as opposed to increasing the number of pre and post-planning days. The calendars also incorporate the use of flex days; flex days allow teachers to capture participation, or in some cases encourage teachers to participate, in professional learning activities outside the contracted day/year.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	8. Deeper coaching experiences involving goal setting, co-teaching, and nonevaluative feedback are needed. 9. Greater attention to the development of meaningful professional learning goals is needed. 10. Teachers and administrators need and desire a greater understanding of Multi-Tiered System of Supports (MTSS). More formalized processes and procedures are also needed. Greater knowledge will strengthen instruction within all tiers. 11. A professional learning management software platform is necessary to house all of the records and transcripts of all faculty and staff throughout the district. Currently this task is completed by the Assistant Superintendent and her designee but with the growing population in our faculty and staff, managing this in the traditional paper and pencil method is becoming impossible to manage effectively and efficiently.
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Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	1. Parent/Family Engagement is strongest at the elementary level where attendance at meetings, academic activities, workshops for parent/families, student led events, and conferences is higher. Parent/Family engagement remains a challenge at all levels, but particularly at the middle and high school level. 2. Trends show that parents/families/community stakeholders are increasingly "connecting" to schools through digital/social media. Schools continue to explore non-traditional ways to engage parents/families and community members. Some schools are finding that having the capacity to offer parent engagement opportunities virtually is netting higher participation. 3. Indications are that parents feel that academic events provided by the schools are beneficial in helping parents understand strategies to assist their child(ren) at home. 4. Parent/family surveys after academic events indicate that time is a barrier. Schools are working toward providing multiple times for events or investigate using digital media more. Schools are offering more options for participation. 5. Although interpreters are provided, parents of non-English speaking students continue to participate in family and school events at a much lower participation rate than other ethnicities.
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Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	1. Teacher attendance will be monitored. In the past, this was an area for improvement. Substitutes never replicate instruction provided by classroom teachers. Additionally, funds that could be used to further teaching and learning are being expended on substitutes. 2. Parental engagement could continue to improve throughout the district. Many opportunities are offered to parents, especially parents of students in Title I schools. Unfortunately, few parents choose to participate in the activities. Providing more opportunities should
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Strengths and Challenges Based on Trends and Patterns

	continue to be advantageous, as well as providing opportunities multiple times and at different times of day and in different formats. 3. Safety nets offered to students are not always timely and proactive. Schools need to better identify students at risk of failure and intervene sooner than later. With this being said, the district has struggled to get effective teachers that are willing to work extended days/year. Without willing employees, many safety nets cannot be implemented. 4. PBIS implementation, including SWIS data entry, needs to be monitored to ensure implementation with fidelity. Consistency across the district in reporting events, continues to be an area of improvement so that data is valid. 5. Student attendance is always an area for improvement. 6. All schools have fulltime SROs, threat assessment teams, and safety plans. In FY26, an additional SRO was added at the high school. Classrooms are equipped with cameras and audio enhancement. Additional security measures, such as card readers at entry points, have been priorities for the district with full implementation throughout the district in FY25. Local law enforcement agencies have been more involved in the district's proactive planning efforts and responding to practice drills in a timely manner. Also in FY25, metal detectors were installed at entry points of each school 7. Discipline data needs to be analyzed on an ongoing basis in an effort to identify and address trends and patterns. At the elementary level, stakeholders share their concerns that students entering into the formal public school arena are lacking in appropriate behavioral and social skills which is negatively impacting instruction in the classrooms. 8. Most schools are recognizing students for demonstrating appropriate behavior. Recognitions need to be communicated in multiple ways and in a timely fashion. Schools may want to continue using social media outlets such as Facebook Live. Doing so, allows parents to participate without being physically present in school buildings if they desire to do so. 9. Due to the negative impact of the pandemic, additional opportunities to learn will need to be provided to students. This could be in the form of afterschool tutoring, summer school, Saturday school, and/or intermittent sessions (such as during school breaks). 10. Intervention teachers are employed and addressing the needs of at-risk learners. 11. Students and families are in need of quality mental health services. The district currently partners with Social Empowerment in an effort to address the needs of the most acute situations. In FY23 an additional social worker was employed by the district but that individual resigned early in 2024 and due to ESSER funds ending, this position will not be filled. 12. Due to the increased number of students eligible for free meals through direct certification, the district was able to offer Community Eligibility Provision (CEP), in which both breakfast and lunch is available to all students at no cost during FY26 as year 2 of 4. At the end of that 4 year term, the community need will be reevaluated to determine if CEP is still sustainable. FY27 will continue CEP as year 3
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Strengths and Challenges Based on Trends and Patterns

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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	1. At this time, the district is financially stable and healthy. The district's millage rate remains one of the lowest in the state. 2. The district has received the DOAA Award of Distinction for Excellent Financial Reporting for the past eleven years. 3. The district's financial star rating is 4.5 stars. 4. Families within Hart County have limited access to pediatricians and mental health providers, which can lead to delayed early intervention and needed services. Intervening earlier rather than later would be much more beneficial to students. In the absence of pediatricians, families often utilize the local health department or the local mental health agency. In FY27, the work of the Director of Early Learning and Family Engagement will help families identify developmental milestones and connect with resources early on when needed. 5. RTI procedures are implemented with greater consistency at the elementary level and in FY27 a new implementation manual will be created and shared with all stakeholders within the district. 6. Vocational education is growing with the assistance of the College and Career Academy and in FY24 a new marine mechanics pathway was added. All students are expected to complete one pathway prior to graduation. The number of students earning college credit while in high school continues to grow. 7. Alternative education most often exists as a punitive measure. Limited funds and personnel make it difficult to implement true alternative educational opportunities.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	1. Across the system, there is a need to increase the percentage of students scoring within levels three and four as measured by GMAS. Administrators and instructional coaches recognize the need to increase rigor within classroom instruction. Tier I instruction needs strengthening in all grade levels and content areas. Content mastery is a concern throughout the district. 2. Literacy instruction continues to be of particular concern. Performance in all other subject areas depends upon firm ELA foundations. With this said, math instruction cannot be overlooked for the sake of improving ELA and reading instruction. 3. MAP is highly correlated to GMAS; therefore, it is an excellent predictor of student achievement, student growth, and teacher effectiveness. Usage and understanding of MAP reports continue to be areas for improvement. With the passing of state rules for administering the Dyslexia screener to students in grades K-3, training on administration and complete understanding of such results will be vital to continued successful interventions for students. Teachers will need to be trained on writing individual reading plans for students who fall below the suggested cut score. 4. Teachers continue to struggle with using assessment results to
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Strengths and Challenges Based on Trends and Patterns

	differentiate instruction and monitor student learning. 5. At times, student performance within a cohort is inconsistent from subject area to subject area and/or from grade level to grade level. This inconsistency leads to concern regarding classroom instruction and teacher effectiveness. Essentially, if a group of students performs well in science, then the same group of students should perform similarly in math, social studies, and ELA. Similarly, if a group performs well as sixth graders, then they should perform well as seventh graders. 6. Instructional rigor and high expectations must be present consistently in grades K-3 throughout the district. 7. Fewer academic accomplishments are noted at the high school level as compared to that of the elementary and middle school. Student performance for at-risk learners and teacher rigor at this level are concerns of the district. 8. Gifted and high achieving students are not demonstrating curriculum mastery at high levels as expected throughout the district. 9. The characteristics (quantity, grade level, gender, ethnicity, socioeconomic status, etc.) of students qualifying for gifted services need to be reviewed and comparisons between and among schools need to be made in hopes of determining underlying patterns, trends, areas for improvement, etc. 10. The percentages of students reading on or above grade level need to increase. 11. Multilanguage learners show weaknesses in speaking and writing. Students need to be given intentional opportunities for meaningful participation in every subject area including opportunities to listen, speak, read, write, and collaborate with others. Use of a program Flashlight 360 during FY26 provided multilanguage learners the opportunity to respond to prompts through speaking and writing and showed evidence of growth in these areas.
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IDEA - Special Education

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

Strengths	The graduation rate for our Students with Disabilities (SWD) has continued to surpass the state target and state performance rate. The district employs a Transition Specialist to help students complete their graduation plans, help with transition planning, and act as a liaison for our students participating in Vocational Rehabilitation. We also have a system MTSS Coordinator to assist with the Response to Intervention process. Having this in place ensures equity across the elementary and secondary levels for referrals into special education. We continue to
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IDEA - Special Education

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

	utilize Read 180 and System 44 to improve the literacy rate for SWD's in grades 3-9. Special Education achievement teams have been put in place at each grade level. These teams will meet three times a year to analyze student data and mold their lesson plans around data outcomes. These teams will meet with the Special Education Director monthly to discuss progress, needs, and future planning.
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Challenges	There is a need for Response to Intervention services to be strengthened at the middle and high school levels to ensure equality across all grade levels. SWD's need to increase their literacy rate and move into Levels III and IV as measured by the GMAS. Discipline referrals for SWD's have slowly begun to decrease. A formal PBIS structure is in place and will need to continually be monitored to ensure equity among all students at all grade levels. Additional training and support in developing Behavior Intervention Plans will help the continued decrease in discipline referrals. We need to increase the number of teachers trained in implementing the FBA process and writing effective behavior intervention plans.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Instructional Coaches in the areas of ELA, Math, and Writing are funded through Title I-A. These coaches work closely with teachers on how to effectively teach through researched based/evidence based strategies. The coaches also stress writing across the curriculum. The system is providing job-embedded professional learning in the area of writing as well. This is being provided through ELA instructional coaches and through the Teacher's College Professional Learning opportunities. The Title I schools fund a Math or ELA instructional interventionist with Title I funds. These interventionist work more closely with small groups of students who need extra help in either Math or ELA. All of the elementary schools and the middle school are Title I and may offer after school tutoring to all students, particularly in the content areas of Reading/ELA and Math. Several opportunities are provided to children transitioning into Kindergarten. Those scoring below the readiness level for Kindergarten are invited to participate in "Bridge to Beginnings", where families are given resources and taught strategies to help prepare their child at home for the academic demands of Kindergarten. In addition, students who were not yet
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

	exposed to the school setting, have been invited to participate in a 23 day Summer Transition Program where they will be given strategies and experience in the school setting to prepare for Kindergarten. Finally, Transition camps are provided for all incoming Kindergarten students & their parents at the elementary level and 6th grade students & their parents at the middle school level so as to provide parents academic strategies to use at home in hopes of helping improve academic achievement. All of the schools offer a Curriculum Night as a "transitional activity" night providing information to parents and students at all grade levels at the beginning of each school year. After school ESOL tutoring services were provided to newcomers at the elementary, middle, and high school level throughout FY26 and will be replicated in FY27 with Title I Part C and Title III funds.
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Challenges	Identifying at risk students earlier, and then providing instructional support quicker is a challenge that schools continue to strive to improve. As for parents/families, schools need to find ways to provide the academic workshops at varied times of the day so as to allow more parents opportunities to attend. Administrators should work more diligently at grouping students that are classified EIP and/or Remedial with teachers who are most effective instructionally. Across the system, there is a need to increase the percentage of students scoring within levels 3 and 4 on the GMAS. Tier I instruction needs to be strengthened across all grade levels and content areas. Alignment between DOK levels of standards, instructional tasks, and assessments needs to be improved. Administrators and instructional coaches also recognize the need to increase rigor within classroom instruction.
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Title I, Part A - Foster Care

Strengths	1. ol li data-start="31" data-end="560"Strong District Foster Care Coordination StructureThe Hart County Charter System maintains a designated district Foster Care Point of Contact (POC) who collaborates with DFCS, school personnel, caregivers, and community agencies to support educational stability and timely student services for students in foster care.li data-start="31" data-end="560"Immediate Enrollment ProceduresThe district consistently implements procedures that support immediate enrollment for students entering foster care, reducing delays in school access even when educational or residency documentation is pending.li data-start="31" data-end="560"Collaborative Relationships with DFCS and Community AgenciesOngoing communication and collaboration with DFCS case managers, foster families, juvenile court representatives, CASA volunteers, and community agencies help support coordinated services and continuity of care for students.li data-start="31" data-end="560"Focus on Educational Stability and Best Interest
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Title I, Part A - Foster Care

	DeterminationsThe district actively participates in Best Interest Determination (BID) meetings aligned with Georgia Department of Education (GaDOE) guidance to support school stability, minimize educational disruption, and address transportation and transition needs for students in foster care. Comprehensive Student Support ServicesStudents in foster care have access to a wide range of district supports including school social work services, counseling services, mental health referrals, attendance interventions, McKinney-Vento services when applicable, special education services, and academic interventions. Trauma-Informed and Student-Centered PracticesSchool staff continue to increase awareness and implementation of trauma-informed practices that support the social-emotional and behavioral needs commonly experienced by students in foster care. Improved Interdepartmental CoordinationCollaboration between enrollment staff, transportation, school nutrition, counselors, social workers, and administrators has strengthened the district's ability to respond more effectively to the needs of foster care students. Accurate Student Identification and Coding PracticesThe district continues improving procedures for identifying and coding foster care students in district systems to support compliance, reporting accuracy, and access to services. Attendance Monitoring and Early Intervention SupportsFoster care students are monitored through district attendance intervention processes to identify barriers early and provide targeted supports aimed at improving school engagement and attendance outcomes. Commitment to Continuous Improvement The district regularly reviews foster care procedures, communication practices, and support systems to identify barriers, improve coordination, and strengthen outcomes for students experiencing foster care placement.
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Title I, Part A - Foster Care

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Challenges	●Timely Notification:Keeping the Foster Care Point of Contact informed about students entering the foster care system, especially when placed by agencies outside the local county or region, can be challenging. Delays in notification may impact the district's ability to coordinate enrollment, transportation, records requests, Best Interest Determination (BID) meetings, scheduling, and support services in a timely manner. ●School Nutrition Program Coordination:Ensuring the School Nutrition Program is promptly aware of a student's foster care status remains important. Although the district currently operates under the Community Eligibility Provision (CEP), which provides meals to all students at no cost, future program changes could impact eligibility and meal benefit determinations. Accurate coding of foster care students in district systems is necessary to support compliance, reporting accuracy, and eligibility determination processes. ●Student Records and Educational Stability:Obtaining records quickly from previous school systems or placements can sometimes delay academic scheduling, service coordination, and appropriate support placement for students entering foster care. Continued collaboration between school districts, DFCS, and caregivers is necessary to support educational continuity and minimize disruptions. ●Transportation and School Stability Coordination:Coordinating transportation and maintaining school of origin placement during foster care transitions may present logistical challenges, particularly when placements occur outside district attendance zones or across county lines. Transportation coordination requires ongoing collaboration between the district and child welfare agencies to support educational stability. ●Social-Emotional and Mental Health Needs:Students in foster care may experience trauma, placement instability, disrupted relationships, and emotional stress that impact attendance, behavior, and academic performance. Continued access to counseling, social work services, and trauma-informed supports remains essential to meeting student needs.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Strengths	Parent/Family Engagement is strongest at the elementary level where attendance at meetings, academic activities, workshops for parent/families, student led events, and conferences is higher. Trends also show that parents/families/community stakeholders are increasingly "connecting" to schools through digital/social media. Indications are that parents feel that academic events provided by the schools are beneficial in helping parents understand strategies to assist their child(ren) at home, thereby improving achievement.
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Challenges	
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through a consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	The Hart County Charter System remains committed to addressing the unique educational needs of migratory children and youth through early identification, timely intervention, and comprehensive academic support services. A major strength of the district is its centralized and online registration system, which continues to effectively identify families who may qualify for the Migrant Education Program (MEP) at the time of enrollment. Trained registration staff refer potential migrant students to the Title 1, Part C Director/Contact, ensuring immediate follow-up. Cooperative student records are exchanged using MSIX, which supports accurate placement and continuity of educational services. Migrant students are placed in on-grade-level classrooms upon enrollment and assessed alongside their peers to determine academic readiness. Once a student is identified as eligible for Title I, Part C services, they are assigned a certified academic success coach who works in collaboration with the classroom teacher to assess academic needs and develop a targeted instructional support plan. This academic success coach meets virtually and in-person as needed with students to ensure they understand the content, are staying on top of assignments, and communicating with instructors and tutors. Tutoring for migrant students was made available to elementary, middle, and high school migrant students. These took place after school, two days a week. All eligible migrant participants also receive focused ESOL support, designed to strengthen content-area vocabulary and enhance English language acquisition.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through a consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Challenges	The Hart County Charter System continues to face persistent challenges in the identification, engagement, and sustained support of migrant students and their families. While systemic improvements have been made, several key barriers remain. Identification and Recruitment (ID&R) of migrant families is an ongoing challenge, but has greatly improved with the consistent collaboration between the regional recruiter and the district Migrant contact. However, once identification and recruitment has taken place, the district is still dependent on the previous district to provide records in a timely manner if not available through MSIX. This has proven to be a challenge at times. Local agricultural employers continue to exhibit reluctance in permitting the distribution of ID&R materials to employees, hindering outreach to potential migrant families. Additionally, engaging middle and high school migrant students in extended learning opportunities remains difficult despite multiple outreach efforts and flexible program offerings. As of April, FY26, there are 52 Total Migrant Education Program participants, including: ● 38 K–12 enrolled students ● 13 identified as PFS (Priority for Services) ● 2 dropout or out-of-school youth (OSY) ● 3 P4 ● 5 P3 ● 2 P2 ● 2 P1 OSY participants consistently resist participation in supplemental academic support or resources aimed at achieving a high school diploma or GED credential, further limiting their long-term educational outcomes. Parent involvement also presents a continued challenge. Engagement in Parent Advisory Council (PAC) meetings at the local, regional, and state levels remains low despite multiple invitations and translated communication efforts. Academic Challenges and Performance Data Academic performance data continues to highlight areas of concern, particularly among PFS students and students in the middle grades. Current classroom grade data shows that 57% of PFS Reading/ELA course grades and 63% of
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through a consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

	PFS Math course grades were aC or higher. In comparison, 60% of Non-PFS Reading/ELA course grades and 55% of Non-PFS Math course grades were aC or higher. These results suggest that PFS students continue to need targeted academic support, especially in literacy. Spring 2024–2025 MAP data provides a current snapshot of student performance through RIT scores. In K–5, PFS students had an average Math RIT score of 178.0 and an average Reading RIT score of 156.0. In grades 6–8, PFS students had an average Math RIT score of 191.0 and an average Reading RIT score of 173.0, which were below the Non-PFS averages of 204.5 in Math and 190.0 in Reading. These results suggest continued academic vulnerability among middle school PFS students. EOG data further confirms the need for intensified academic support. Among PFS students included in current EOG results, 100% scored Level 1 in both ELA and Math across the K–5 and grades 6–8 groups. Non-PFS students also demonstrated significant need, particularly in middle school ELA, where 83% scored Level 1 and only 17% scored Level 3 or higher. In middle school Math, 50% of Non-PFS students scored Level 2 or higher, while 33% scored Level 3 or higher. These trends reflect a pressing need for intensified academic support in both reading and math, with particular attention to PFS students and middle school learners. Current MAP and EOG results point to ongoing academic gaps, especially for PFS students in the middle grades. EOG results show that PFS students are performing at Level 1 in both ELA and Math, indicating a continued need for targeted intervention, progress monitoring, and coordinated support. Efforts will continue to focus on early academic intervention, culturally responsive outreach, and sustained collaboration with regional recruiters to ensure all eligible migrant students — especially PFS and OSY youth — receive the services and support needed to succeed.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	At this time, there are no neglected or delinquent facilities located inside the geographic boundaries of Hart County.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Challenges	At this time, there are no neglected or delinquent facilities located inside the geographic boundaries of Hart County.
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Title II, Part A - Supporting Effective Instruction

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

Strengths	1. Title II-A funds are primarily spent on evidence-based, ongoing, job-embedded professional learning (PL) opportunities. The needs of the district drive those opportunities. Quality over quantity is stressed to staff members. 2. The district maintains strong partnerships with local colleges. One partnership even extends into a neighboring state. Employees of the district offer PL opportunities to college professors and students, which keeps professors aware of current trends and issues in the field of education and creates more qualified hires for the district. 3. Title II helps offset the costs associated with instructional coaches. Their work is solely focused on improving teaching and learning. 4. Title II provides stipends to those attending New Teacher Orientation, as well as, Math and ELA District Committee participation, Technology Boot Camp, and Getting Started training in the newly adopted ELA curriculum throughout the year. 5. In the past, induction programs were funded through Title II-A. These stopped abruptly in the spring of 2020 due to the pandemic. The district will consider restructuring and restarting induction programs in FY27. 6. In an effort to keep our instructional coaches and teachers abreast to the latest research and best instructional practices, select individuals are encouraged to attend professional conferences and other training sessions that meet are in line with our district focus of literacy, high expectations, and post-secondary avenues. Those individuals are expected to return to the district and replicate the training or communicate new learning with others in the district through our professional learning structure.
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Challenges	1. Recruitment of teachers is becoming more and more of a challenge, especially at the secondary level. It is also difficult to find individuals to fill vacancies requiring specialized skills (SPED). This becomes increasingly difficult when resignations are received in the summer months. 2. The district is making a concerted effort to grow leaders in hopes of filling future administrative vacancies with its own employees. Doing so,
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Title II, Part A - Supporting Effective Instruction

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

	would increase the likelihood of retention among administrators and decrease the need for district specific professional learning. 3. The district is interested in implementing a 'grow your own teachers' program. The program would target students in grades 9-12. 4. The district employs several administrators with limited administrative experience. 5. Employees partaking in professional learning opportunities leave the district. For example, a teacher earns an endorsement funded by Title II-A and then resigns within a year of receiving the endorsement.
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Language Instruction for English Learners and Immigrant Students

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

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

Strengths	1. Increasing the number of teachers possessing ESOL endorsements. 2. Quality professional learning opportunities related to English Learners are provided to staff members. 3. Parents of English Learners are participating in parent-teacher conferences when those conferences involve interpreters. 4. English Learners receive instruction through state approved instructional models. 5. At the elementary level, the EL subgroup met the improvement target for closing gaps in ELA and Math. At the middle school level, the EL subgroup met the improvement target for closing gaps in all subjects. There were too few students at the high school level to receive a flag. (Data Source: 2025 CCRPI Reports) 6. At the elementary level, the EL subgroup did not make progress and did not meet the improvement target for content mastery. At the middle school level, the EL subgroup did make progress and did meet the improvement target for content mastery. There were too few students at the high school level to receive a flag. (Data Source: 2025 CCRPI Reports) 7. At the elementary level, 51.52% of the EL subgroup moved more than one band according to ACCESS results, and 18.18% of the EL subgroup moved one band according to ACCESS results. At the middle school level, 38.46% of the EL subgroup moved more than one band
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Language Instruction for English Learners and Immigrant Students

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

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

	according to ACCESS results, and 30.77% of the EL subgroup moved one band according to ACCESS results. At the high school level, 3.45% of the EL subgroup moved more than one band according to ACCESS results, and 37.93% of the EL subgroup moved one band according to ACCESS results. (Data Source: 2025 CCRPI Reports) 8. Hot spots were purchased and provided to families in need. This improved equity among subgroups and provided access to learning platforms throughout the summer months. 9. Afterschool tutoring for ESOL students taught by a bilingual instructor and certified ESOL teacher were provided throughout the school year for students in grades 6-12. Transportation was also provided. 10. An ESOL Academic Success Coach met virtually and in person with EL students who were failing or at risk of failing a class. The coach supported the students in navigating their google classroom, initiating contact/communication with teachers about support, completing assignments, and seeking tutoring opportunities. As a result, the percentage of students at the High School level who were passing their content classes increased.
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Challenges	1. The lack of parent participation in family engagement activities when those activities are designed specifically for parents of English Learners. 2. Continuing to improve subgroup proficiency percentages as measured by GMAS. 3. The transiency of English Learners and receiving 'New Comers' at the secondary level. 4. Content mastery among English Learners primarily falls within beginning learner and developing learner achievement levels. 5. Finding quality, local professional learning opportunities related to the instruction of English Learners.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	Comprehensive Staff Training and AwarenessThe LEA provides annual and ongoing targeted training for key personnel—including data entry staff, school nutrition teams, school counselors, and transportation personnel—to strengthen their capacity to identify, support, and refer students experiencing homelessness in accordance with the McKinney-Vento Act. Responsive and Flexible Transportation ServicesThe LEA Transportation Department actively collaborates with the homeless liaison to ensure transportation is arranged promptly and efficiently for McKinney-Vento eligible students. Routes and accommodations are adjusted as needed to remove barriers to school attendance. Liaison-Facilitated Information and SupportThe district's Homeless Education Liaison maintains regular communication with students and families, providing clear guidance on educational rights, available services, and how to access immediate support. This includes direct contact information and continuous outreach. Barrier Identification Through Open CommunicationOngoing dialogue among school-based staff, families, and the liaison allows for the early identification of challenges impacting homeless students. This proactive communication approach supports timely interventions to address needs and reduce educational disruption. Access to Academic and Basic Needs ResourcesSchool supplies and other necessary materials are made available to homeless students to ensure equitable participation in classroom learning and school activities. Streamlined Enrollment ProceduresThe district's centralized and online enrollment system ensures immediate enrollment of McKinney-Vento eligible students, even in the absence of typically required documentation such as proof of residency, immunization records, or academic transcripts. Immediate Nutritional ServicesThe School Nutrition Department expedites the enrollment of McKinney-Vento students into the free meal program upon identification, ensuring access to meals without delay or additional paperwork.
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Challenges	Barriers to IdentificationFamilies experiencing homelessness may be hesitant to disclose their living situations due to stigma, fear, or lack of awareness about available supports. This reluctance can significantly hinder timely identification and service delivery. Addressing Academic Needs of Highly Mobile StudentsFrequent school transitions and educational disruptions present ongoing challenges in assessing and meeting the academic needs of McKinney-Vento students. Ensuring appropriate interventions and support services are in place requires continuous coordination and flexibility. Attendance ConcernsMaintaining regular school attendance among students experiencing housing instability remains a persistent concern. Factors such as frequent relocations, lack of reliable transportation, and inconsistent adult supervision contribute to chronic absenteeism. Sustaining Communication with FamiliesThe homeless liaison works
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	proactively to maintain consistent communication with parents, guardians, and unaccompanied youth. However, changing contact information and unstable living arrangements can make sustained engagement difficult. Inter-District CoordinationWhen students transfer between districts—often with little notice—communicating with sending schools to gather records and understand academic history is challenging. This complicates appropriate class placement, credit recovery, and timely service provision.
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Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	1. PBIS and 7Mindsets were financially supported. All schools received ongoing, quality professional learning opportunities. In the absence of these funds, the number of offerings and the number of individuals participating in those offerings would have been significantly less. 2. Professional learning opportunities related to the effective use of instructional technology were provided to teachers. A similar bootcamp will be offered in the summer of 2026. Teachers struggle to use technology to enhance instruction; many want to use technology to replace instruction. Technology is also ever changing, which makes it difficult for teachers to 'keep up' with the latest trends, devices, and programs/apps. 3. Programs for students at-risk of school failure were provided. In time, the district would love to expand the programs so as to include all grade levels, K - 8. Intermittent sessions might also prove beneficial. 4. After school tutorial sessions were offered during FY24 at the elementary schools, especially in the areas of ELA and Math. The middle school also offered tutorial sessions in the areas of reading and math. The district hopes to reinstate this practice in FY27. 5. The district employs a MTSS Coordinator. She will work closely with teachers, counselors, principals, and system administrators and clearly articulate the needs of those she serves. This greatly improves the budgeting process. This will continue during FY27.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

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

Challenges	1. Student achievement data indicates children grow once they enter the school system. Many simply enter school at-risk of academic failure. Unfortunately, the school system is often the first to bring developmental delays to the attention of parents. The summer program "Bridge to Beginnings" provided to incoming kindergarten students and incoming first graders was beneficial; however, the district is not always successful in reaching those most in need of services as transportation was not provided. During FY25, students were served after the school day ended during the month of May. During the Summer of FY26, parents of incoming kindergarten students who demonstrated readiness below the cut score of 40, will be provided with resources to use with children over the summer and scheduled to meet with a teacher virtually each week for support. We are hopeful that this will alleviate the transportation issue and provided the support that students need. 2. The pandemic prevented the district from opening media centers as avenues for sharing resources with parents and educating parents on the importance of reading to/with their children for three years. 3. Tier I instruction remains a concern. Content mastery within the district is a focus area. Professional learning related to MTSS is still needed at all levels. 4. Families have physical and mental health needs that need to be addressed before academic needs can be addressed. There is limited access to quality mental health services in the community. Many grandparents and great-grandparents are serving as parents. 5. Behavioral concerns, particularly at the elementary level, are of increasing concern. Students entering the formal school arena lack appropriate behavioral and social skills and exhibit difficulty self-regulating emotions. Additional supports and/or specific training are needed to address these rising deficits.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Instructional coaches are constantly observing instruction, modeling instructional strategies, facilitating professional learning sessions, and providing nonevaluative feedback related to instruction to both teachers and administrators. Retired effective teachers sometimes serve as mentors to induction teachers. Utilization of these individuals has proven effective in making sure all teachers across the system are provided effective teaching strategies. Administrators observe classroom instruction in an ongoing manner. When concerns surface with particular teachers, administrators spend
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

	additional time in those classrooms. Administrators provide written and verbal feedback to teachers, attend professional learning sessions with teachers in an effort to know 'what' to monitor, participate in achievement teams, and lead conversations regarding student achievement data. Administrators are charged with hiring the very best teachers when vacancies arise; the hiring process is the fastest form of school improvement.
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Challenges	Administrators need to strategically place students at-risk of school failure with the most effective teachers. Administrators are charged with developing formalized processes for ensuring students are not placed with ineffective teachers for two consecutive school years. When teachers resign from their positions in the summer months, the pool of qualified candidates can be shallow.
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Title V, Part B - Rural Education

Strengths	THE DISTRICT WILL NOT RECEIVE TITLE V FUNDS IN FY27. 1. Title V funds are primarily spent on evidence-based, supplemental technology that support student achievement and half of the salary of an instructional coach that works with mathematics at the high school. The needs of the district drive those items to ensure they are supporting quality instruction and based on trend data the instructional coach has influenced math instruction and results based on state testing scores. 2. Title V helps offset the costs associated with instructional coaches. Their work is solely focused on improving teaching and learning. 3. PBIS and 7Mindsets were financially supported. All schools received ongoing, quality professional learning opportunities. In the absence of these funds, the number of offerings and the number of individuals participating in those offerings would have been significantly less. 4. Professional learning opportunities related to the effective use of instructional technology were provided to teachers. A similar bootcamp will be offered in the summer of 2026. Teachers struggle to use technology to enhance instruction; many want to use technology to replace instruction. Technology is also ever changing, which makes it difficult for teachers to 'keep up' with the latest trends, devices, and programs/apps. 5. Programs for students at-risk of school failure were provided. In time, the district would love to expand the programs so as to include second grade. Intermittent sessions might also prove beneficial. 6. During the month of June 2026, we will conduct a Summer Transition Program for students entering Kindergarten who have not had access to a PreK or Headstart classroom and demonstrate that additional support is needed for Kindergarten Readiness. We feel that this early
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title V, Part B - Rural Education

	access/exposure will be helpful to equipping the students for success once the Kindergarten year begins. 7. After school tutorial sessions were offered during FY25. The district was able to secure effective teachers willing to work extended hours. These sessions are needed more than ever before in FY23 due to the loss of instructional opportunities in FY20, 21, and 22 (pandemic related). 8. The district employs an effective MTSS Coordinator. She works closely with teachers, counselors, principals, and system administrators and clearly articulates the needs of those she serves. This greatly improves the budgeting process. 9. The district using Title V funds to pay for endorsements for our teachers interested in adding a field.
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Challenges	THE DISTRICT WILL NOT RECEIVE TITLE V FUNDS IN FY27 1. During FY26, Title V funds were primarily spent on evidence-based supplemental technology and half of the salary and benefits of instructional coaches. Both are used to support student achievement and teacher growth. 2. For technology, the challenge is ensuring that students are truly improving due to their implementation and purchase however surveys are completed each year as to the program effectiveness. 3. For the instructional coaches, the challenge is ensuring that teachers utilize the instructional coach. To respond to his challenge, teachers complete surveys that address instructional resources, coaching experiences, and professional learning needs. The results assist in developing short- and long-term goals for instructional coaches. 4. Behavioral concerns, particularly at the elementary level, are of increasing concern. Students entering the formal school arena lack appropriate behavioral and social skills and exhibit difficulty self-regulating emotions. Additional supports and/or specific training are needed to address these rising deficits. 5. Maintaining of all professional learning documents and activities for all faculty and staff have become a burdensome task since everything is basically maintained via paper/pencil methods. The district desperately needs to purchase a professional learning software management platform that will be conducive to the needs of staff and the district. 6. Ensuring that we have an appropriate number of endorsed teachers such as Gifted and ESOL has become a struggle more so than in the past. We need more endorsed teachers to adequately meet our students' needs.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

Overarching Need	Poor student achievement and lack of content mastery; too few students scoring within levels three and four as measured by GMAS
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Student behavior (specifically the number of office referrals and time spent out of the classroom)
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	The trending pattern and severity will be better determined with time. There are numerous contributing factors. The MTSS Coordinator changed in FY24. The pandemic interrupted school in FY20, FY21, and FY22; FY21 offered the option of virtual learning. FY21 was the first year of PBIS implementation for Hart County High School. Although SWIS data entry has improved over the course of the last four years, it remains an area to monitor. Entry with fidelity is necessary to continue to track valid data regarding severity. Ongoing training will be provided on SWIS and PBIS during FY27. The district also employed a behavior specialist/interventionist in FY23 but with the loss of ESSER funds, this position will be nonexistent.
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Overarching Need # 3

Overarching Need	Need for wraparound services for students and families (Examples: limited access to quality mental health, inadequate nutrition, limited number of significant/meaningful and positive relationships, lack of parenting skills, unable to identify normal growth and development milestones)
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis - Optional

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Poor student achievement and lack of content mastery; too few students scoring within levels three and four as measured by GMAS

Root Cause # 1

Root Causes to be Addressed	Ineffective and/or inconsistent Tier I instruction, which encompasses misidentifying DOK levels of standards; misunderstanding standards; misalignment of DOK levels of standards, instructional tasks, and assessments; little to no use of formative assessments and/or using the results of formative assessments to drive instruction; and weak lesson plan development
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Limited knowledge and/or understanding of high yield, evidence based instructional strategies and/or failure to implement high yield, evidence based instructional strategies with fidelity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Use of specific strategies that are effective with ELs, Migrant, and Immigrant students is increasingly important as we have seen an influx of newcomers with limited english proficiency.
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Root Cause # 3

Root Causes to be Addressed	Limited use of instructional coaches and/or failure to engage in deep coaching cycles
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 4

Root Cause # 4

Root Causes to be Addressed	Administrators (Principals and Assistant Principals) with limited administrative experience
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Limited understanding of Multi-Tiered System of Supports (MTSS) and incomplete processes/procedures related to MTSS
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	In FY21, interventionists (RTI teachers) were not employed by the district. This was due to budget cuts. In FY22, the previous interventionists and four additional interventionists were employed. In FY23, each elementary school housed two interventionists, and there is one reading interventionist at the middle school. In FY24, 4 interventionists were employed using district funds, while four will be employed utilizing Title 1 funds and local funds. In FY27, each school will only have one interventionist to serve both reading and math. T
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Root Cause # 6

Root Causes to be Addressed	Readiness levels of incoming kindergarten students, which create achievement gaps among students or groups of students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	In FY26 a new position, Director of Early Learning, was added to help the district achieve its goals and objectives as related to literacy and appropriate levels of school readiness. K readiness scores for FY 26 indicated that 14 percent of the students who registered at K Registration scored below the readiness cut score. These students were offered support in an after school Bridge to Beginnings program that teachers felt were less effective than desired. K readiness scores for FY27 indicate that 12 percent of the students who registered at K Registration scored below the readiness cut score. These students/parents will be given resources to use over the summer and meet virtually with a teacher each week. Those who had limited access to PreK will be asked to attend a Summer Transition Program during the month of June.
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Root Cause # 7

Root Causes to be Addressed	Inadequate identification of and instruction for gifted and high achieving students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	In FY23, the district employed gifted resource teachers at the elementary level. Each elementary school will have one gifted resource teacher. This will allow greater variation in the services provided to high achieving students.
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Overarching Need - Student behavior (specifically the number of office referrals and time spent out of the classroom)

Root Cause # 1

Root Causes to be Addressed	Ongoing professional learning needs related to PBIS, 7Mindsets, behavior management, and students with disabilities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Failure to implement and monitor PBIS principles and 7Mindsets instruction with fidelity and consistency at all levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Limited understanding of Multi-Tiered System of Supports (MTSS) and incomplete processes/procedures as related to MTSS.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Tier I instructional strategies/practices
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	When students are not engaged in or challenged by the learning experience, they may misbehave. When students are frustrated by the learning experience, they may misbehave.
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Overarching Need - Need for wraparound services for students and families (Examples: limited access to quality mental health, inadequate nutrition, limited number of significant/meaningful and positive relationships, lack of parenting skills, unable to identify normal growth and development milestones)

Root Cause # 1

Root Causes to be Addressed	Limited household resources
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Many families are struggling financially and are often limited in their knowledge of local resources. Director of Early Learning and Family Engagement can work with families and parents to know and locate resources. The pandemic also added stress to many parents. While the district cannot increase household incomes, the district can allocate resources so as to remove barriers for students. For example, transportation can be provided for English Learners to the Bridge to Beginnings program using Title III and/or Title V funds. During the Summer of 2026, transportation will be provided to Migrant Camp participants, and Summer Transition Program participants. Support for other children through Bridge to Beginnings will be offered virtually. FY25 was year 1 of 4 that Hart County was considered CEP and all students ate Breakfast and Lunch at no cost. This will continue in FY27 as year 3 of 4.
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Root Cause # 2

Root Causes to be Addressed	Limited knowledge among stakeholders regarding how to become involved in the school district in a meaningful, productive manner.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 2

Additional Responses	Migrant and EL families often do not participate in programs offered through the school. PAC meetings and family visits will be conducted in the summer to reach this group of stakeholders and ensure that understanding of district opportunities is present.
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District Improvement Plan 2026 - 2027



Hart County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hart County
Team Lead	Lydia Bennett
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:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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	Poor student achievement and lack of content mastery; too few students scoring within levels three and four as measured by GMAS
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Administrators (Principals and Assistant Principals) with limited administrative experience
Root Cause # 2	Inadequate identification of and instruction for gifted and high achieving students
Root Cause # 3	Ineffective and/or inconsistent Tier I instruction, which encompasses misidentifying DOK levels of standards; misunderstanding standards; misalignment of DOK levels of standards, instructional tasks, and assessments; little to no use of formative assessments and/or using the results of formative assessments to drive instruction; and weak lesson plan development
Root Cause # 4	Limited knowledge and/or understanding of high yield, evidence based instructional strategies and/or failure to implement high yield, evidence based instructional strategies with fidelity
Root Cause # 5	Limited understanding of Multi-Tiered System of Supports (MTSS) and incomplete processes/procedures related to MTSS
Root Cause # 6	Limited use of instructional coaches and/or failure to engage in deep coaching cycles
Root Cause # 7	Readiness levels of incoming kindergarten students, which create achievement gaps among students or groups of students
Goal	The percentages of students in grades 3 through 12 scoring within levels three and four as measured by GMAS will increase. The percentages of students in grades K through 2 projected to score within levels three and four on GMAS will increase.

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

Equity Gap

Grade Level Span(s)	3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Teachers and administrators will receive professional learning opportunities related to effective and engaging classrooms, implementation of the new Math and ELA standards, the workshop model of instruction, high-yield instructional strategies, standards based report cards, MTSS, effective use of technology, and evidence-based best practices.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A 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	Professional Learning Schedules, Sign-In Sheets, Agendas, Presentation Materials
Method for Monitoring Effectiveness	Professional Learning Evaluations

Action Step # 1

Position/Role Responsible	Title I-A Director, Instructional Coaches, Assistant Superintendent, SPED Director, MTSS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Houghton Mifflin Harcourt, Learner's Advantage,, Pioneer RESA, GaDOE, RESAs throughout Georgia
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Action Step # 2

Action Step	Teachers will participate in collaborative meetings with instructional coaches and engage in deeper coaching experiences. For example, instructional coaching will occur during regular classroom instruction as opposed to teachers limiting interactions with instructional coaches to planning periods, before school, and/or after school. Instructional coaches must be an integral part of the planning and execution of lessons.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Coaching Logs
Method for Monitoring Effectiveness	Instructional Coaching Surveys
Position/Role Responsible	Instructional Coaches, Principals, Assistant Superintendent,
Evidence Based Indicator	Moderate

Timeline for Implementation	Others : Two times per year: first semester and then at the end of second semester
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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)?	Learner's Advantage, Houghton Mifflin Harcourt, Pioneer RESA; GaDOE
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Action Step # 3

Action Step	Principals, assistant principals, district administrators, directors, instructional coaches, and teacher leaders will participate in professional learning opportunities related to leadership development.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
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	Professional Learning Schedules, Sign-In Sheets, Agendas, Presentation Materials
Method for Monitoring Effectiveness	Professional Learning Evaluations
Position/Role Responsible	Superintendent, Assistant Superintendent
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Georgia Leader Institute for School Improvement (GLISI), Pioneer RESA, Mrs. Jennifer Gaines
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Georgia Leader Institute for School Improvement (GLISI), Pioneer RESA, Mrs. Jennifer Gaines
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Action Step # 4

Action Step	The district will provide summer resources and educate parents on how to use those resources in the home to help in preparing for kindergarten.
Funding Sources	Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Attendance Rosters, Personnel Time Sheets; family evaluations
Method for Monitoring Effectiveness	Perception Surveys, Kindergarten Readiness Assessment, Pre and Post Data for Participating Students
Position/Role Responsible	Assistant Superintendent, Program Coordinators
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Action Step # 4

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)?	DECAL Summer Transition Program, Summer Bookmobile through Hart Partners/Communities in Schools and Bilingual Community Members
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Action Step # 5

Action Step	The district will provide tutoring opportunities for students to receive literacy and math assistance with certified teachers on designated evenings throughout the school year.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Rosters, Personnel Time Sheets, Monthly Schedules
Method for Monitoring Effectiveness	Annual Federal Programs Survey
Position/Role Responsible	Assistant Superintendent
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 5

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)?	Public service workers (such as police officers, EMTs, firefighters), YMCA personnel, and local, elected officials (such as mayor) to serve as guest readers and share information regarding services/resources with families.
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Action Step # 6

Action Step	The district will provide students with additional instructional opportunities (summer school opportunities, after school tutoring, intermittent instructional camps). The district will provide students with software, supplies, technology, and equipment to aid in student instruction throughout the school year.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Usage reports from software being utilized; inventory of devices utilized and assigned
Method for Monitoring Effectiveness	Achievement Data; MAP; Flashlight 360 Benchmarks, ACCESS Scores

Action Step # 6

Position/Role Responsible	Title I, Part A Coordinator, Principals, Assistant Superintendent
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)?	Bilingual Community Members and Pioneer RESA
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student behavior (specifically the number of office referrals and time spent out of the classroom)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Failure to implement and monitor PBIS principles and 7Mindsets instruction with fidelity and consistency at all levels.
Root Cause # 2	Limited understanding of Multi-Tiered System of Supports (MTSS) and incomplete processes/procedures as related to MTSS.
Root Cause # 3	Ongoing professional learning needs related to PBIS, 7Mindsets, behavior management, and students with disabilities.
Root Cause # 4	Tier I instructional strategies/practices
Goal	Utilizing data obtained through the Statewide Longitudinal Data System (SLDS), the percentage of office discipline referrals for Hart County Charter System will decrease overall by the end of the 2026-2027 school year by 2%.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans
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Content Area(s)	N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Provide professional learning opportunities as related to PBIS, SWIS, MTSS, FBA and BIPs, and 7Mindsets
Funding Sources	Title II, Part A Title IV, Part A
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	Professional Learning Schedules, Federal Budgets/Expenditure Reports, Agendas, Presentation Materials
Method for Monitoring Effectiveness	Professional Learning Evaluations
Position/Role Responsible	MTSS Coordinator, PBIS School Coordinators, Assistant Superintendent, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA, GaDOE, 7Mindsets, RESAs, SWIS
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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)?	Pioneer RESA, GaDOE, 7Mindsets, RESAs, SWIS
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Action Step # 2

Action Step	Monitor implementation of PBIS and 7Mindsets (including school and system PBIS teams)
Funding Sources	Title II, Part A Title IV, Part A
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	Documentation related to PBIS Team Meetings (School & System Levels): Sign-in Sheets, Agendas, Presented Information
Method for Monitoring Effectiveness	Professional Learning Evaluations, Year-End GaDOE Implementation Reports
Position/Role Responsible	MTSS Coordinator, Principals, PBIS School Coordinators, Assistant Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 2

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)?	Pioneer RESA, GaDOE, 7Mindsets
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Action Step # 3

Action Step	Continue to formalize (in writing) structured MTSS processes and procedures
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas and Sign-In Sheets from Work Sessions, Printed Processes and Procedures
Method for Monitoring Effectiveness	Evaluations from Work Session Participants, Discipline Data, and Student Achievement Data
Position/Role Responsible	MTSS Coordinator, Assistant Superintendent
Evidence Based Indicator	Strong

Action Step # 3

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)?	GaDOE, Pioneer RESA, Learner's Advantage
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Need for wraparound services for students and families (Examples: limited access to quality mental health, inadequate nutrition, limited number of significant/meaningful and positive relationships, lack of parenting skills, unable to identify normal growth and development milestones)
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Limited household resources
Root Cause # 2	Limited knowledge among stakeholders regarding how to become involved in the school district in a meaningful, productive manner.
Goal	The district will seek to create opportunities that simultaneously support the mental well-being of students and build meaningful relationships with community stakeholders.

Action Step # 1

Action Step	Provide meals to children ages 0-18 at no cost through Seamless Summer Operations (SSO).
Funding Sources	N/A
Subgroups	N/A 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	Meal counts are available and tracked daily. Nutrition Director monitors and participates in program.
Method for Monitoring Effectiveness	Meal counts are available and tracked daily. Nutrition Director monitors and participates in program. Effectiveness is reached as more children are able to benefit from meals.
Position/Role Responsible	Trae Jones, Director of School Nutrition
Evidence Based Indicator	Moderate

Action Step # 1

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)?	Nutrition Department collaborates with Summer Book Mobile to coordinate routes once a week to provide students with meals and books. Also, we work with HYDRA to provide meals to students. Children age 0-18 are served across the county during SSO from food truck or in school cafeteria.
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Action Step # 2

Action Step	Continue Community Eligibility Provision which allows all children to eat breakfast and lunch at no cost.
Funding Sources	N/A
Subgroups	N/A 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	Director will work with Community Relations Coordinator to ensure all families are aware that meals are served at no cost.
Method for Monitoring Effectiveness	Higher number of students participating in the Breakfast and Lunch program. This will be monitored monthly and schools will be recognized for high percentage of participation.

Action Step # 2

Position/Role Responsible	Trae Jones - Director of School Nutrition
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

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)?	Community Eligibility Provision will continue to allow all students to eat at no cost.
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Action Step # 3

Action Step	Increase student access to school-based mental health and support services by connecting families with Social Empowerment Counseling and Georgia Engage resources.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 3

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Counseling logs maintained by Social Empowerment; School Based Referrals
Method for Monitoring Effectiveness	Perception Survey Data; Discipline Referrals; Counselor Referrals;
Position/Role Responsible	Assistant Superintendent; Principals; School Social Workers
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)?	Social Empowerment Counseling; Georgia Engage Mentoring
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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).	The district continually seeks to improve its process for obtaining and utilizing stakeholder feedback. School and system level administrators meet collectively on a monthly basis with individualized conferences occurring three times each year. System administrators meet with instructional coaches monthly or bimonthly. The Superintendent leads a BOE retreat focused on district improvement planning. Internal and external stakeholders participate in a needs assessment survey each spring. Stakeholders include: parents; teachers; paraprofessionals; members of the BOE, School Governance Teams, and Board of Directors for the College and Career Academy; church & community leaders; business owners; and higher education representatives. The system has drastically increased its involvement of teachers in the improvement process by utilizing more teacher-composed improvement teams at both the school and system levels. In addition, teachers and parents are involved through school governance teams; parents are surveyed after parental engagement activities; and system administrators, school administrators, and teachers participate in P20 collaborative meetings with local colleges, as well as, attend planning sessions on college campuses. The general public is invited to review drafts of the comprehensive needs assessment (CNA) and district improvement plan (DIP) with an opportunity to provide feedback to the district, and finally, a meeting of all required stakeholders occurs in early June. Stakeholders are tasked with reviewing and revising the CNA and DIP one final time prior to submission to GaDOE. Activities are coordinated based upon district needs, not wants. Needs are determined by reviewing state and local assessment results, CCRPI reports, professional learning perception surveys, TKES scores, course evaluations, and stakeholder perception surveys. Federal funds supplement state and local funds and are spent in accordance with federal regulations. The district frequently braids funds in order to meet identified needs.
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Serving Low Income and Minority Children

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 strives to provide ALL students with effective teachers and promote the continuous improvement of ALL employees. Instructional coaches in elementary and secondary ELA, in elementary and secondary math, and secondary science assist the district in reaching these goals. The system works to avoid placing teachers out-of-field, and ineffective teachers are monitored closely through professional development plans. When instructional concerns exist, or arise, administrative observations, both formal and informal, increase. It is important to note that experience does not always equal excellence within the field of education. The district has made great strides to increase awareness of teacher equity and its relationship to student achievement. In an effort to secure highly effective teachers, the district seeks to hire early in the hiring season. Committee interviews are encouraged and system administrators thoroughly review PSC accounts and applications of potential candidates. Each spring, teacher placements are reviewed at both the school and district levels; student achievement scores and student growth heavily impact teaching assignments. Principals are expected to place experienced, effective teachers in classrooms that have high ratios of poverty or minority children, such as EIP, remediation, content support classes, and special education classrooms. For all other students receiving instruction within regular education classrooms, administrators are charged with developing procedures, which result in truly heterogeneous classrooms (ie. low income & minority children being evenly distributed throughout the grade level).
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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 (PL) offerings reflect academic needs of students as measured by standardized state & local assessments and stem from weaknesses noted during classroom observations (TKES), system walk-throughs, principal led school strategic plan updates, and conversations during system leadership team meetings. Annual needs assessment survey results also drive professional learning decisions at the system and school levels. Essentially, PL decisions are driven by needs, not by wants. * In the spring of FY17, the district created a PL team consisting of teacher leaders from all schools, instructional coaches, and administrators. The Title II-A Coordinator served as the team's facilitator. The team created a PL structure consisting of differentiated, ongoing, job-embedded PL opportunities, and then teacher leaders from the PL team presented the structure to their colleagues and asked for feedback. The feedback was brought back to the team and used to finalize the PL structure. The process was replicated in FY18 and FY19 so as to revise the PL structure. The pandemic prevented meetings in FY20 ,FY21 and FY22, but the PL structure remained in place. The system anticipates reconvening the PL committee in FY26. In addition
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Professional Growth Systems

	to the PL structure, content specific instructional coaches provide ongoing PL to teachers. PL takes place 'in the moment', during planning periods, after school, and on PL days. The system's instructional coaches are also vital to sustaining PL initiatives. For example, coaches provide PL to teachers new to the district prior to pre-planning. The district has found that when using outside consultants for PL, having them work within individual schools and then return to those schools on a regular basis throughout the year has a much greater influence on teachers' behaviors as related to classroom instruction. Furthermore, teachers within the district have expressed that they prefer to receive training firsthand as opposed to 'train the trainer' models. *The district builds leadership capacity by providing specialized PL opportunities and by assigning leadership projects that grow in capacity as excellence in execution of tasks is exhibited. In addition, those chosen to lead/facilitate PL have proven their instructional effectiveness, demonstrated good communication skills, and possessed attributes associated with instructional leaders. *Topics/content for PL offerings are evidence-based. Locally designed courses are pre-approved by the Title II-A Coordinator, and course descriptions must contain attached/linked documentation related to research/evidence. The same documentation is also requested of outside presenters/facilitators prior to organizing PL sessions. *Ultimately, district and school efforts as related to PL are successful when GMAS results and MAP benchmark scores reveal student growth, as well as, improvements in academic proficiency/content mastery. As GMAS scores improve, CCRPI scores improve. Improvements in classroom instruction are also evident through TKES scores. Finally, perception data is used to evaluate efforts; evaluations are completed after PL sessions and those receiving assistance from instructional coaches are surveyed twice each year (once each semester).
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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 Hart County Charter School System provides multiple supports in the area of technical education in an effort to support the overall academic progress of all students. The system surveys stakeholders and high tech, high skill, high demand careers in Hart County to ensure programs implement projects, performances, and presentations that link academics to career skills. Students work with the school counselors, CEO, CTAE Director, and teacher advisors to develop an awareness of the expectations in each field and look at course offerings that support both technical certification and academic classes. As students progress through chosen technical fields, teachers develop mentoring and career technical groups that support students' progress
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CTAE Coordination

professionals and, if appropriate, academic credit.	within their technical areas. Work based learning opportunities are provided to students in their chosen fields to ensure real world experiences, which lead to better preparation for future employment. As a part of our three year plan for the Hart County College and Career Academy (HCCA), the Hart County College & Career Academy and its Chief Executive Officer (CEO) will continue to communicate with elementary / middle school administrators, staff, and students to ensure the implementation of our 5 Hart Beats which include a narrowed focus on communication skills, attendance, teamwork, positive attitude, and a willingness to learn. We will also continue to stand behind our slogan of having our students Enrolled, Enlisted, or Employed after graduation. Local business and industry, through communication with our HCCA Board of Directors, have asked us to focus on these types of soft skills to help better prepare all students in the Hart County Charter System for a successful future. Our elementary counselors collaborate together to ensure that our students in grades K-5 are learning about careers for the future. Elementary teachers are also charged with documenting in their lesson plans when K-5 students take field trips to the HCCA. While on the trip, students learn about pathways to success as well as career opportunities within the community and abroad. Elementary counselors also bring in guest speakers to speak to students in grades K-5 about their specific career and how it ties into our HCCA here at Hart County High School. Each year there is a Career Fair held for juniors and seniors and an in depth 8th grade tour for our upcoming ninth graders. This tour is for students only, but following the student tour is an evening tour for parents of upcoming 9th graders as well. This allows the families an opportunity to learn about the pathways offered and prerequisites of courses.
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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 has developed a handbook containing the Student Code of Conduct and Discipline Procedures. The handbook is utilized in all schools throughout the district, which ensures consistency among expectations as well as consequences. When patterns of misbehavior emerge for a student and/or a student is identified as a chronic discipline problem, and they do not respond to tier two supports, then a functional behavioral assessment (FBA) is conducted and a behavior intervention plan (BIP) is developed. This practice is stronger in elementary schools than in middle and high schools. It is the district's goal/intent to keep students at school and in classrooms. Alternative settings never replicate classroom instruction. The system employs a MTSS Coordinator (RTI/504/PBIS) to support teachers and administrators in the area of behavior. The coordinator attends system leadership meetings and provides updates regarding
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	student discipline reports to those in attendance. She also meets with school level PBIS coordinators and administrators on a regular basis. In FY19, counselors, administrators, teachers, and staff members serving students in grades PK-8 implemented PBIS. In FY21, PBIS principles were implemented at the high school level. Beginning FY19, all students throughout the district received lessons associated with Social Emotional Learning through a program known as 7Mindsets. The program will continue to be in place throughout the upcoming school year. Teachers, paraprofessionals, and administrators throughout the district receive professional learning related to de-escalation techniques, classroom management strategies, FBAs, and BIPs. The district prefers taking a proactive approach to discipline rather than a reactive approach. In FY24 the district employed a behavior specialist that worked within all schools and with any student needing support for behavioral concerns. Professional learning associated with this position was provided to faculty and staff as needed. As of FY25, the district will no longer employ a behavior specialist due to the loss of ESSER funding and the continued increase in operational expenses.
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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.	The middle school and the high school work closely with the assistant superintendent to align programs that support student transition from middle to high school and beyond. Multiple programs are put into place that provide opportunities for students and parents to access dual enrollment as well as career counseling. The following programs have been implemented and continue to be revised to provide information for students and parents: 1) Career counseling sessions with guidance counselors that provide information such as suggested classes, income range for careers, interest inventories, and internships about possible career choices. 2) 8th and 10th grade students complete the YouScience aptitude assessment and are provided small group guidance on the results to help students make choices about careers. 3) Student and parent meetings that provide information about the high school graduation requirements and programs available at the high school as well as dual enrollment with local colleges and universities. For families of ELs, this information will be clearly shared at translated parent conferences that take place in March. Team will work with parents/students/translator to set academic goals and scheduling will reflect attention to that as well. 4) STEAM Camp for rising 9th graders 5) Offering high school courses at the middle school to provide more access to dual enrollment opportunities. a) Physical Science b) Literature and Composition I c) Algebra d) Video Production e) Basic Agriculture 6) Career Day and College Day at the High School are conducted where local business, industry, and educational institutions share information with middle and high school students about their program and what is needed to be successful in their programs. 7) A preview of all pathways and courses at the College and Career Center is provided to parents and students. 8) The school system implements and monitors a campaign called Finish What You Start that places an emphasis on completing programs and earning a high school diploma as a means to achieving greater success throughout life. 9) The district partners with Athens Technical College, Emmanuel College, Toccoa Falls College and other institutions to provide Dual Enrollment opportunities in both academic and career areas. 10) Work Based Learning is offered providing a focus on early exposure to career areas of interest to students. The goal is to provide
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Middle and High School Transition Plans

	work based learning activities in the pathways that students are taking or have taken courses. The district implements orientation programs, academic planning sessions, and student-led bridge activities to prepare 8th-grade students for the academic and social expectations of high school. Middle and high school counselors collaborate to ensure course alignment and student support services.
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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.	The directors of all federal programs in Hart County Schools work closely together to coordinate timelines, budgets, and programming. This makes for more efficient and effective coordination of services for ALL Hart County students. This includes students in poverty, students with disabilities, migrant students, neglected and/or delinquent youth, immigrant students, and English learners. Coordinating all programs eliminates duplication of services and strengthens the instructional programs system wide. During monthly leadership meetings, the Superintendent, Associate Superintendent, Assistant Superintendent, Title I-A Director, Special Education Director, MTSS Coordinator, and Title I-C Coordinator meet with principals. A review of student achievement takes place, needs are identified, and plans are made on how to improve the instructional program and close achievement gaps. Guidance is provided regarding Parent/Family Engagement Plans and activities, expending funds for Parent/Family Engagement, building staff/parent capacity, Parent/Student/Teacher Compacts, and Schoolwide plans in order to increase parental/family interaction in the instructional program and strengthen the school/home connection. The three elementary schools and middle school are all schoolwide Title I Schools. This schoolwide approach has enabled the school system to better coordinate and integrate programs, services, and funding sources in a more seamless manner to improve instruction. Hart County Schools work with local early childhood programs to transition students into the Hart County Charter System Schools. Migrant, homeless, and other disadvantaged students are given the same opportunities to access programs provided by the Hart County Charter System, such as Pre-K. Programs are developed for pre-school children after discussions with parents and agency administrators that provide educational services to pre-school children. Also, Title I-C funds are used for pre-school and out-of-school youth/dropout eligible migrant children. Children who are identified by Kindergarten Readiness scores below the cut score will receive additional support through resources provided to families and weekly virtual check-ins with a teacher. Children entering Kindergarten but with limited or no
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Preschool Transition Plans

	experience in a PreK setting are asked to attend a Summer Transition Program during the month of June. Finally, in July, all elementary schools coordinate and provide Kindergarten Camps as a transition program for all entering kindergarten students and their parents. Parents participate with their children in an instructional environment and go away with home activities that center around Reading/ELA and Math. In addition, the middle school offers a Transition Camp for incoming 6th graders and their parents. Parents and students get an orientation of middle school life and the instructional program. Activities are provided so students and parents can learn about expectations of the academic program at the middle school. These transition programs are funded through Title I-A funds. The Hart County Charter System has employed a MTSS coordinator. The coordinator works with schools to identify gaps in RTI supports. A Director of Early Learning and Family Engagement will also be utilized to connect with families and early childhood programs to identify needs and provide supports.
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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.	Not applicable; at this time, the district does not have any Title I targeted assistance 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.	All three elementary schools and the middle school are Title I Schoolwide schools, which enables the school system to implement instructional programs systematically. Schools share the same goals and performance objectives in their Strategic Improvement Plans. However, the initiatives and action steps implemented to master the objectives and reach the goals vary by school and reflect the unique needs of each school. All Title I schools have operational achievement teams in place. The work of these teams revolve around a six step process: collect/chart data; analyze data and prioritize needs; set/review/revise incremental SMART goals; select common instructional strategies; determine results indicators; and monitor/evaluate results.
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Title I, Part A – Educational Programs

	Student progress in Math and Reading in grades K-8 is predominately measured by Measures of Academic Progress (MAP) Assessments. Additional tools such as Study Island and Exact Path are also available for use. When reports are accessed and analyzed, instruction can be adjusted to promote/increase student mastery of the content standards. Within each school, students are given common pre/post assessments and common unit assessments in all core content areas; short cycle data assessments known as common formative assessments are also used in each school. In order to establish consistency among the elementary schools, system-wide pre/post assessments, common unit assessments & common formative assessments are being developed. Reading and English Language Arts programs in the elementary schools include scientifically based materials, such as: SRA (students receiving Sp. Ed. services and tier instruction), Lucy Calkins units of study, and leveled readers. Elementary teachers are continually improving their implementation of the Reading and Writing workshop models of instruction. ELA teachers at the elementary schools and middle school will continue professional learning in this same model throughout the upcoming school year. Reading/ELA teachers at all Title I schools incorporate Science & Social Studies content/vocabulary into their instruction, and writing instruction is required in all five content areas. Resources from the GaDOE website are frequently used by all teachers when planning instructional activities, especially in Math. TouchMath kits, Study Island, Exact Path, USA Test Prep, Reflex Math Math 180, and Guided Math Kits supplement DOE's math resources. Title I-C funds are also used to improve Writing and Math proficiency within the GSE curriculum, which aligns to the Georgia MEP goals. Other evidence based interventions that are used in the Title I schools covering all content areas include: IXL Math, NewsELA, Nearpod, STEMscopes, Studies Weekly for Science/Social Studies, Heggerty Phonics, Flocabulary, Padlet, Screencastify, Frax Math, Generation Genius, PebbleGo, eSpark, LexiaCore 5, and Tutoring (during, after school, Summer School). Title I, ESOL, EIP, Remedial, Sp. Ed., as well as certified tutors support core content instruction during and after the school day. Schools ensure that at-risk, economically disadvantaged, ESOL, migrant, ELs, and Sp. Ed. students benefit from additional support personnel. When appropriate, students receiving special services are served in co-taught settings, allowing exposure to on grade level content and appropriate social skills. All Title I schools provide a 50 minute Acceleration and Enrichment period in the daily schedule. This time is devoted to enrichment/remediation in Math and Reading/ELA allowing the opportunity and flexibility to address deficits. Additional support is offered to Migrant and ESOL students through after school tutoring and summer Migrant camp. These provide additional opportunity to practice listening, speaking, reading, and writing and support all content areas. Parent/Family Engagement activities are held throughout the year to
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Title I, Part A – Educational Programs

	build parent capacity. Parents attend workshops on instructional strategies in Math, ELA, Writing, Literacy, Technology, and Science. The P/S/T Compacts are reviewed during parent conferences at least twice each year. Capacity is also built with staff by providing guidance regarding parent conferences and the correlation between student achievement and home relationships. Parents are asked for suggestions and assistance in training staff on topics that can help strengthen the ties between school and home. This is accomplished via surveys, meetings (such as School Governance Team meetings), and the annual Planning Days for Title I. Hart County Charter System has no TA Schools or residential facilities for neglected/delinquent youth.
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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.	Before the start of each new school year, registrars from each school attend training on including the most recent version of the Occupational Survey which is part of the New Student Online Registration form. The survey includes indicators such as a "yes" to a move within the last three years or whenever a check has been placed by any occupation, which help identify potential migratory children and youth. Occupational Surveys are provided to families in their home language within the Online Registration process and back-to-school registration for returning students. Registrars review the completed online forms and forward all forms to the Migrant Contact. They prioritize completed forms with either a "yes" to a move within the last three years or whenever any occupation has placed a check on the list to the Migrant Contact for further examination. When an Online Registration with Occupational Survey that indicates a family may qualify for the migrant education program is submitted to the Migrant Contact,the Migrant Contact, with support from the Regional Recruiter contacts the family within 2 days to conduct an interview. If families indicate that someone worked in a qualifying occupation sometime in the last 36 months and they have children younger than age 22, the Migrant Contact coordinates with the Regional Recruiter to schedule a joint eligibility interview with the potential migrant family. Occupational Surveys that indicate the student is not a potential candidate for the Migrant Education Program will be kept on file in the Migrant Contact Office, organized by school of attendance/grade level. Records Transfer: The Migrant Contact ensures prompt and efficient identification and record transfer of all eligible students arriving or departing to/from the Hart County Charter system. This efficient coordination within and out-of-state LEAs, including the completion of Departing Forms and sending of MSIX online departure notifications within 48 working hours, instills confidence in the process. Registrars can be assured that all MSIX online arrival notifications will be followed up within 48 working hours of arrival, maintaining the system's efficiency. Once students are identified as eligible (a receipt of Certificate of Eligibility), the Migrant Contact is to update the student's record in the school system data collection of the eligibility. The name is added to Migrant Program caseload. A list of current student participation by school assignment, as provided monthly by the Georgia Department of Education, Migrant Education Program, is maintained by the Migrant Contact and is flagged as "Migrant" within our SIS, infinite campus. The Migrant Student Information Exchange (MSIX) is accessed to access previous school records.
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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 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	The Hart County Charter School System offers additional services and outreach activities for migratory preschool children, out-of-school youth, drop-outs, and their families. This includes informing them about, or helping them gain access to, education, health, nutrition, and social services. For pre-school children who are not enrolled in a Local Head Start or Pre-K program, the children and families are provided resources by our Director of Early Learning and Family Engagement, and when needed contracted tutors provide academic support during the regular school year and summer months. The migrant contact creates and submits a School Readiness Implementation Plan for each time period. Tutors administer the State-approved preschool checklist at the beginning and end of the implementation period, focusing on letters, sounds, numbers, colors, shapes, body parts, counting, and basic literacy. To identify and recruit out-of-school youth and drop-outs, the Migrant Contact uses ID&R and outreach activities. Upon approval of COE, a meeting is conducted with the youth to complete their profile. They are encouraged to participate in learning English, improving math skills, or pursuing a GED. If interested, services are coordinated and offered, including referrals to English language classes, assessment and resources for math skills, and local GED programs. When migratory children and youth are identified, the Migrant Contact and/or an Academic Success Coach promptly communicates with their teachers to identify and meet their needs, such as school supplies, tutoring, and health services. Supplies are delivered to the school, and tutoring schedules are adjusted to ensure academic support. Additionally, all participating children and youth receive a backpack filled with age-appropriate school supplies at the beginning of the school year. The Academic Success Coach works virtually or in-person with students who seem to be at risk of failing to ensure they are able to navigate the learning environment, complete and submit assignments, communicate with teachers, and advocate for their academic success. To keep parents and families informed about the Hart County Charter System Migrant Education Program, the local Migrant Contact hosts four Local Parent Advisory Council meetings throughout the year and one during the summer months. These meetings provide information about locally provided services, as well as parent training, advocacy, and support. To ensure that families of Migrant students are aware of the resources and support available to their children, videos are being created to help the families navigate the system, ensure timely enrollment, access academic support such as tutoring, and become integral parts of our school community.
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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	Hart County Charter System begins focusing on the importance of graduation during the earliest grade levels. We strive to instill in every child to finish what they have started. We have specialized instructional practices in place that support every child, including students with disabilities. By utilizing data from Measures of Academic Performance (MAP) in grades K-9, teachers can identify areas of strengths and weaknesses and better individualize instructional planning. Students at the high school level are supported with targeted reading and math interventions that support learning. Case managers will use data collected from assessments to drive development of IEP goals and instructional practices. Beginning no later than entry into ninth grade or by age 16, whichever comes first, or younger if determined appropriate by the IEP Team and updated annually, the IEP must include: (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and (b) The transition services (including courses of study) needed to assist the student in reaching those goals. [See 34 C.F.R. § 300.320(b)(1) – (2)]. The Special Education Director will meet with each school twice a year to review the collected progress monitoring data, IEP goals, and effectiveness of interventions. This process allows the department to be proactive at all times and provides essential insight into the achievement of students with disabilities. Once meetings take place, the director will then have discussions with the school and district level administration during our District Leadership meetings to update them on student progress and achievement. Hart County Charter System will monitor special education graduation rates with fidelity involving accurate and comprehensive data collection and analysis. We will be implementing the following steps: Establishing a data collection system: We will have a reliable system in place to collect graduation rate data specifically for special education students. We ensure that the system captures relevant information such as the number of students, their individualized education plans (IEPs), graduation outcomes, and any additional data points we deem essential. We will collect and analyze this data during collaborative meetings between the Director of Special Education, special education case managers, transitional specialist, high school counselors, and student advisors during annual meetings. Clearly define specific data points: Data points will include the overall special education graduation rate, graduation rates for different disability categories, and rates for specific subgroups such as race or gender. We will also narrow our focus on students' grades, attendance,
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IDEA Performance Goals:

	career pathway, and EOC/Assessment results. Ensure data accuracy: HCCS will provide training for staff members responsible for data collection on proper procedures and data entry protocols. The Director of Special Education will meet with the transition specialist annually to conduct regular data quality checks to identify any inconsistencies or errors. Cross-check data with other relevant sources, such as student records and state reporting systems, in order to validate accuracy Analyze data trends: Regularly analyze the collected data to identify trends and patterns in special education graduation rates. Compare the rates over time, identify areas of improvement or concern, and evaluate the effectiveness of interventions or initiatives implemented to support special education students. Regular reporting and communication: Share the findings and trends from data analysis with relevant stakeholders, such as administrators, teachers, parents, and school board members. Provide regular reports and updates to keep everyone informed about the progress and challenges in special education graduation rates. Communication and collaboration with all stakeholders are crucial for maintaining fidelity in monitoring. Continuous improvement: Use the data and insights gained from monitoring special education graduation rates to inform decision-making and improve practices. Identify areas where changes in instruction, support services, or policies may be necessary. Implement evidence-based interventions and strategies to address identified areas of improvement. HCCS believes monitoring with fidelity requires an ongoing commitment to data collection, analysis, and improvement efforts. It is a collaborative process that involves multiple stakeholders working together to ensure the success of special education students. When considering historical graduation rates of our students with special needs, we find that we have steadily been making gains until FY 22. We are reviewing our practices and determining what improvements can be made in order to better serve our students. FY25 (2025 graduates)-78.95% FY24 (2023 graduates)- 77.78% FY 23 (2022 graduates)-78.13% FY 22 (2021 graduates)-76% FY 21 (2020 graduates)-94.74% FY 20 (2019 graduates)-84.62% FY 19 (2018 graduates)-87.5% FY 18 (2017 graduates)-75% FY 17 (2016 graduates)-62.5% In efforts to continue to improve the graduation rate, HCCS will be working closely with Vocational Rehabilitation and High School High-Tech as students begin to transition to post-secondary. These agencies will be an important part of our IEP meetings and transition plan development. They will work weekly with our case managers and
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IDEA Performance Goals:

	students to help prepare for the workforce, tech school, and/or college. The LEA must invite the student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. [34 C.F.R. &sect; 300.321(b)(1)]. (a) If the student does not attend the IEP Team meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered. [34 C.F.R. &sect; 300.321(b)(2)]. (b) To the extent appropriate, with the consent of the parents or the adult student who has reached the age of 18, in implementing the transition requirements, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. [34 C.F.R. &sect; 300.321(b)(3)]. Monitoring agencies who will be working with our high school special education transitional specialist to explore post-secondary opportunities involves several key steps. ● Establish clear goals and objectives: The transitional specialist will define specific goals and objectives for the students the transitional specialist is working with, in collaboration with the vocational rehabilitation agency or any agency serving the post-secondary needs of our students. These goals should align with the students' individual education plans (IEPs) and transition plans. ● The Special Education Director will have a comprehensive understanding of the laws, regulations, and guidelines that govern vocational rehabilitation services for individuals with disabilities. This will be communicated with the transitional specialist. This includes federal legislation such as the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973. ● Build effective communication channels: We will establish open and regular lines of communication with the vocational rehabilitation agency or any agency serving the post-secondary needs of our students. This may involve attending meetings, maintaining contact with the agency representatives, and providing updates on the students' progress and needs. It's crucial to establish a collaborative relationship based on shared goals and objectives ● Stay informed about agency procedures and processes: The Director of Special Education and the transitional specialist will be familiar with the specific procedures and processes followed by the vocational rehabilitation agency or any agency serving the post-secondary needs of our students. They will have an understanding of how the agency assesses and provides services to students with disabilities, including the eligibility criteria, evaluation methods, and available resources. ● Monitor student progress: The transitional specialists and case
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IDEA Performance Goals:

	managers will regularly assess and monitor the progress of the students participating in vocational rehabilitation programs. This can include tracking their individual goals, reviewing their performance in vocational training or work experiences, and collecting feedback from employers or vocational rehabilitation counselors ● Attend IEP and transition planning meetings: Participate actively in Individualized Education Program (IEP) meetings and transition planning meetings. Ensure that the goals, objectives, and services related to vocational rehabilitation are appropriately addressed and documented in these meetings. ● Advocate for students: The high school special education transitional specialist will advocate for students with disabilities when necessary. If there are issues or concerns regarding the vocational rehabilitation services or any agency serving the post-secondary needs of our students. The transitional specialist will work with the agency to address them promptly and ensure that the students' rights and needs are being met. Transition service plans must be developed for each child prior to starting high school. The plan details the student's needs based on an age appropriate assessments and the course of study (diploma type) the child plans to earn. This should be updated at least annually and is the road map to post secondary outcome goals (what the student plans to do after high school). When students turn 18, all due process rights transfer to them and they must be informed at age 17. Vocational Rehabilitation will also work closely with our most intensive students and parents with their transition after they age out of the school program. If a purpose of the IEP meeting is to consider the need for transition services, the student and a representative of the agencies likely to be responsible for providing or paying for transition services must be invited. If the student does not attend, the team must ensure that the student's preferences and interests are considered. If an agency invited to send a representative to a meeting does not do so, steps to involve the agency in the planning of any transition services must be taken. Annual goals/objectives are developed to address specific deficits as described in the present levels of academic and functional performance and secondary transition needs. Goals are measurable targets predicted to be met by the completion of the IEP and objectives are smaller steps designed to enable students to reach the ultimate goal(s). Objectives are only required for students who will be assessed on the Georgia Alternate Assessment (GAA) but may also be developed for any student. A report of student progress toward meeting the goals and objectives in the IEP will be provided to parents throughout the school year. The schedule of reports is included in the IEP. Desired Measurable Postsecondary Outcome/Completion Goals should
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IDEA Performance Goals:

	be measurable and related to what the student wants to achieve after graduation. They should be "major life accomplishments" or "completion goals." Goals should be written in the areas of education/training, employment, and independent living (if appropriate). They should be clear and understandable, positively stated, and based on academic achievement and functional performance. They must be based on age-appropriate assessments and must be practical and relevant to transition needs. Outcome/completion goals can change and become more refined as the student has more experience and gets closer to graduation. Preferences, Strengths, Interests, and Course of Study Based on Present Levels of Performance and Age-appropriate Transition Assessments should provide an assessment of the skills and interests related to education, employment, training, and independent living skills (as appropriate) and should be conducted in conjunction with the development of the transition components. The initial transition assessment may be prior to the eighth grade and could occur when a reevaluation consideration is conducted. It should also be ongoing and fluid. Assessment tools that clearly describe a student's strengths and weaknesses and document a student's interests and perceptions about their skills should be utilized. Surveys and interviews work well for this type of assessment. Measurable Transition IEP Goals are based on age-appropriate transition assessment, including transition activities and services appropriate to attain the postsecondary outcome/completion goals. This section should include measurable transition IEP goals that directly relate to the how, when, where, and what answers that are needed to complete each post secondary outcome/completion goal. These goals should be relevant to "how to get to" the desired postsecondary outcomes. They must be meaningful. This section is divided into the following areas: education/training, development of employment, community participation, adult living skills and post-school options, related services, and daily living skills (as appropriate). At least one measurable transition IEP goal must be determined for education/training and development of employment. Measurable transition goals for independent living should be addressed if appropriate. Transition Activities and Services should address the transition activities and services that are needed to attain these measurable goals. Transition activities and services should be planned as the "what is needed to achieve these goals." Many activities and services should be planned and implemented for each goal. Persons and Agency involved should include those who will help the student achieve the goals stated. Documentation that these persons were invited to the Transition IEP meeting and that the parent and student (if over 18) were notified of their possible attendance must be
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IDEA Performance Goals:

	kept. (If a necessary, participating agency does not attend, document other actions for agency linkages.) Date of Completion and Achieved Outcome should state the date completed and specify what was achieved. If the student does not attend the IEP meeting, the district must take other steps, including verbal and written input, to ensure that the student's preferences and interests are considered before developing the transition aspects of the IEP. According to Georgia Rules, districts are required to develop a written procedure that identifies a process for completing services when a student reaches the age of 22. In the Hart County Charter System, services for the student who is still attending school on his or her 22nd birthday, will cease on the birthday. Students who remain in school after their 22nd birthday are not entitled to FAPE or other IDEA rights for the remainder of their time in school. The ultimate goal is to transition students to the desired activity in collaboration with other agencies or supports so that, by the 22nd birthday, transition has occurred and the student can continue in appropriate adult activities. When a student with an IEP graduates with a regular diploma or ages out of school (i.e., turns 22 years of age), he or she must be provided with a Summary of Performance (SOP) of his or her academic and functional needs. The SOP also includes strategies to assist the student in achieving his or her desired postsecondary goals. Although not required for students who receive a special education diploma or other exit document, such as a certificate of attendance, best practice is to provide the SOP to ALL students with IEPs who are exiting public school. Those students who do not earn a regular diploma or transition to a specific job are those who will most likely need all the assistance available to develop successful adult lifestyles, and the SOP is a tool that can assist with this. (The actual requirement for the SOP can be found in Georgia Rule 160-4-7-.04 Evaluations and Reevaluations.) We also have multiple professional development opportunities for teachers to help address the needs of our students. Ninth grade teachers will have training in Read180 and Math180. This will help teachers improve the provision of specially designed instruction and construct individualized IEP goals that address the areas of Reading and Math. GaDOE and GLRS will be conducting a professional learning on transition planning. This opportunity will provide teachers with pertinent knowledge on transition planning and how to help our students better prepare to transition to post secondary school or join the workforce. We will also have professional learning for Functional Behavior Analysis and Behavior Intervention plans. When students' emotional and behavioral needs are met, they are better equipped to thrive in the classroom. The transition specialist and case managers will also complete a survey on how the training helped to support their roles and prepared them to better serve students. Overall, these
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IDEA Performance Goals:

	learning opportunities will lend to deepening teachers' knowledge on how to best serve our students, so they can be successful in meeting graduation requirements. This past year, the District initiated student-led IEP meetings. Case managers were expected to have student-led IEP meetings with at least five students during FY24. This will follow with an increase of two students each year until the entire caseload participates. This provides students the opportunity to be self-reflective and learn critical skills in identifying his or her own strengths and weaknesses. Student-led IEP meetings will be monitored for fidelity by providing comprehensive training and ongoing support to both students and educators involved in student-led IEP meetings. This training should cover the purpose of IEP meetings, roles and responsibilities, communication strategies, and facilitation skills. We will have clear guidelines and procedures for student-led IEP meetings. This includes clearly defining the roles of students, educators, and any other participants. The meeting structure, agenda, and expectations for active participation will be outlined. These guidelines will serve as a framework for monitoring and ensure consistency across meetings. The Special Education Director will attend randomly selected student-led IEP meetings to monitor the process. The Director can observe the interactions, note adherence to guidelines, and provide constructive feedback to students and educators after the meeting. These observations can help identify areas of improvement and provide guidance for enhancing fidelity. The Special Education Director will develop checklists or rubrics that outline the key components and behaviors expected during student-led IEP meetings. These tools can be used by observers or participants themselves to assess fidelity. They should include specific criteria related to student participation, self-advocacy, goal-setting, collaboration, and decision-making. The Special Education Director and case managers will regularly review and update these tools to reflect best practices. Case managers will maintain accurate records of student-led IEP meetings. This includes recording minutes, documenting decisions, and capturing any challenges or successes encountered during the process. Documentation ensures accountability and serves as evidence for fidelity monitoring. It also allows for retrospective analysis and identification of areas for improvement. Case managers and students involved in student-led IEP meetings will take time to collaborate on a reflection of performance. This can be facilitated through structured debriefing sessions or reflective discussions. There will be ongoing professional development opportunities for students and educators to enhance their skills in facilitating student-led
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IDEA Performance Goals:

	IEP meetings. This will include workshops, webinars, or access to resources that promote best practices. The Director of Special Education will regularly evaluate the effectiveness of monitoring strategies and make adjustments as needed. Open communication channels with students, educators, and other stakeholders are vital to ensure that student-led IEP meetings continue to be monitored with fidelity
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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	Hart County Charter System has Child Find responsibility for all children suspected of having disabilities, regardless of the severity of their disabilities. This includes: children, birth through 3, who may or may not be referred to and served by the state's early intervention program, Babies Can't Wait; preschool children, ages 3 through 5, who may not be enrolled in a Georgia-funded pre-kindergarten and kindergarten, including children who are parentally placed in private preschools or daycare centers outside the district; children who are enrolled in a public school within the district, including public charter schools; children who are parentally placed in private and home schools; children who are attending charter schools within the district or in the area if it is designated as an individual district; highly mobile children, including migrant, homeless, and children who are wards of the state; children served in community programs such as rehabilitation centers, daycare centers, etc.; children, ages 18 through 21, who are incarcerated in facilities operated by the local sheriff's office or other municipalities; and any other children suspected of having disabilities. Child Find (CF) procedures are continuously being revised to ensure that each area of the district has the same opportunities to locate students with suspected disabilities. Our system uses multiple avenues in reaching the 3-5 year old population in the community for possible placement in our Special Kids in PreK (SKIP) program. The Director of Special Education and the School Psychologist will attend both Prek and Kindergarten Spring Registrations to educate parents on our services and consult with them on any issues of concern. We also work closely with Head Start programs, church pre-k programs, and the local Health Department. We have furthered our efforts by hosting a Community Information session for all the local agencies. This will be led by the Director of Special Education, Speech Language Pathologists, and Occupational Therapists. By our constant efforts in being proactive in the servicing of students, we are able to provide the education all students deserve. The Director of Early Learning and Family Engagement will also assist in identifying children that may need additional supports and supporting families in receiving those resources.
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IDEA Performance Goals:

	The Hart County Special Services Department has put the following procedures in place to provide additional support and professional learning for teachers who are service providers for students ages 3-5 in our SKIP program. • All teachers of SWD ages 3-5 will attend the Pioneer RESA training provided by the GADOE. Teachers will also meet quarterly with pre-k teachers of non-SWD to improve their capacity of (3-5) education. • Teachers of SWD ages 3-5 will form a professional learning community of their own and meet weekly to collaborate. Minutes will be taken each week and be submitted to the Director of Special Education. The director will analyze these minutes and provide any additional feedback or support that may be needed. • The Director of Special Education will meet with each special education teacher individually 2 times a year to discuss attendance, behavior, and classroom performance. Surveys will be given at the end of each meeting to identify any further professional development that may be needed. Teachers serving our 3-5 year olds with special needs are as follows: Hartwell Elementary- Kayla Crunkleton and 2 paraprofessionals North Hart Elementary- Keri Cason and 2 paraprofessionals South Hart Elementary- Melanie Locke and 2 paraprofessionals There are also speech therapists, occupational therapists, a physical therapist, a school psychologist, diagnostician, and a behavioral specialist that serves all of our students who require their services. The concept of the least restrictive environment (LRE) is a principle outlined in the Individuals with Disabilities Education Act (IDEA) that promotes the inclusion of children with disabilities in the general education environment to the maximum extent possible. The LRE mandates that children with disabilities should be educated alongside their non-disabled peers to the greatest extent appropriate. For a child aged 3-5 with a disability, the least restrictive environment would typically involve placing the child in a regular early childhood education setting, such as a preschool or kindergarten, alongside typically developing children. This allows the child with a disability to receive education and support services in a mainstream environment, while benefiting from interaction and socialization with their non-disabled peers. HCCS determines the LRE is individualized and should be made based on the unique needs of each child. It involves considering factors such as the child's academic abilities, social skills, communication abilities, and the necessary support services and accommodations required to facilitate their learning and development. Our goal is to provide the child with the most inclusive educational experience possible while ensuring their individual needs are met.
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IDEA Performance Goals:

	It's important to note that while the LRE promotes inclusion, it doesn't mean that all children with disabilities must be educated exclusively in regular education classrooms. The LRE principle recognizes that some children may require more specialized support, accommodations, or related services in order to benefit from their education. In such cases, a child might receive a combination of general education and special education services, such as pull-out sessions or additional support within the regular classroom. Ultimately, we will determine the least restrictive environment for a child with a disability will be made through an individualized education program (IEP) or an individualized family service plan (IFSP) meeting, involving parents or guardians, educators, and other relevant professionals who can assess the child's needs and determine appropriate placement and services The Hart County Special Services Department has implemented the following procedures in place to provide additional support and training for parents/guardians to improve services for students ages 3-5. The Director of Special Education meets with each parent as the student transitions from Babies Can't Wait (BCW) to the local LEA. During these meetings the director explains the evaluation process, next steps, and what the continuum of services can look like for the student. The Director of Special Education, Special Education Coordinator, or School Psychologist will meet with private pre-schools to review referral procedures and educate providers on typical versus non-typical development. This will include sharing information on developmental milestones. The same procedures take place for students who may be referred from the local Head Start, private home/church pre-k's, or parent referrals. Once the evaluation has taken place, the SKIP teacher schedules the eligibility meeting with the parents. An eligibility meeting is conducted. The eligibility meeting determines whether a disability exists and what the impact is on the education of the child. If there is an adverse impact, the team may determine that the child is a child who needs special education and related services. Evaluation report(s) and an eligibility report are created regardless of whether the child is determined eligible or ineligible. After a student is determined eligible for special education services, the district develops and implements the Individualized Education Program
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IDEA Performance Goals:

	(IEP). When considering placement options, the same placement options are available for children ages 3-5 as for school aged children. The IEP team will consider the full continuum of options when determining Special Education placement for a child with disabilities. Those options include: Participation in regular education early childhood programs in the public school or in the community, Head Start, Bright from the start Pre-Kindergarten, public or private child care/day care, and preschool programs. Placement in a separate special education program housed in the public school or in a community-based setting. Provide services in the home as the natural environment for a young child. If the services will be provided in one of the special education pre-k classrooms, then the director, SKIP teacher, or the school administrator will provide a tour of the building and the classroom. If the services will take place in the therapy classroom only, the director, SKIP teacher, or school administrator will provide a tour of that classroom as well. Once the student begins class, the director or coordinator will reach out to the parents multiple times to see if they have any concerns or additional questions. The director or coordinator also attends any of the students' IEP meetings to ensure questions and concerns are being addressed and the parents are comfortable expressing those. During Title I events and parent conferences, parents of students ages (3-5) are given resources for students with disabilities, Autism Behavioral Support (ABA), Sign-language courses, Assistive Technology ideas, and much more. During the FY26 school year, the director will continue to support the parents of the SWD ages (3-5) within the community. Continuing these proactive measures within the community, will build a stronger school-community bond and initiate early intervention. Pamphlets are ready for this community project.
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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	Hart County Charter System must provide every child with an IEP a Free and Appropriate Public Education (FAPE). We implement GaMTSS program that follows procedural guidelines and provides effective interventions at every Tier level. For children in kindergarten through 12th grade enrolled in public schools, Georgia Multi-Tiers of Systems of Support (MTSS), is a framework of instructional interventions that begins with standards-based classrooms serving as the foundation for teaching and learning. MTSS represents the process of continually implementing "progress monitoring" and then providing layers of more intensive interventions so that students can be successful and progress in their learning. Our proactive approach does not wait until students have large gaps in their learning that are almost too great to overcome. Neither does it allow high-achieving students to languish in a curriculum that is not challenging to them. This approach
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IDEA Performance Goals:

shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	focuses on determining when students are struggling and then providing scientific, research or evidence-based interventions to address their areas of need; it also documents students' strengths and provides additional challenges in a variety of ways. All students in Hart County Charter System schools participate in evidence-based instruction that is developed based on grade level Georgia Standards of Excellence. When students struggle in the general education curriculum, Tier 2 and, if needed, Tier 3 interventions are provided. At Tier 3, data is collected to determine the students' responses to interventions that have been implemented. Students who do not make progress with the individual interventions provided at Tier 3 may be referred for an evaluation to determine eligibility for special education and related services. Consequently, in essence, Tier 3 serves a Child Find responsibility for students who may need special education and related services. Students in private schools, home schools, and charter schools, who are referred for special education services, should also have documentation of these prior interventions to assist in the determination of eligibility for special education services. With the implementation of MTSS and the focus on progress monitoring and response to interventions, only those students who are not making progress, despite evidence-based instruction, will be referred to special education to determine their eligibility. A continuing layer of support will be our MTSS Coordinator. This individual will work with school level MTSS teams and interventionists to analyze universal screener data, identify students who may be showing signs of poor learning outcomes, close gaps from the whole child perspective, and progress monitor the growth of those being served. Targeted interventions have been put in place Prek-12. There will be continued MTSS professional learning opportunities provided district-wide. The Interventionists will also continue to serve the elementary schools and middle school teachers. Advisement teachers serve at-risk students at the 9-12th level through an early warning system called Check and Connect from the University of Minnesota that focuses on attendance, behavior, and course completion. Teachers will also attend a GLRS training in effective transition plans. We also look at our data to determine if subgroups based on race/ethnicity, ED, and gender within those schools were being treated differently and/or were reflecting different outcomes. On-going professional learning and coaching is provided to the faculty and staff to ensure that instruction is equitable for all learners. There is a structure in place to monitor fidelity of implementation and effectiveness. If students are to be referred for a Special Education evaluation, the school must follow the designed procedures that have been put in place. We have standardized the referral process and monitor our evaluation procedures to be sure our processes are
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IDEA Performance Goals:

	equitable, but reflect cultural sensitivity and responsiveness. An additional layer has been added to ensure FAPE is provided for all students' with disabilities. The Director of Special Education will meet with each school's LEAs and Special Education teachers before pre-planning each year. During this meeting, the following important information is covered: policies and procedures handbook, updates from the GADOE, refresher of the components of a Functional Behavior Analysis/Behavior Intervention Plan, ISS & OSS guidelines, and the IEP writing process. Teachers will also attend professional development on the eligibility procedures of determining if a student qualifies for Special Education services. This is completed during a professional development opportunity provided after-school. Every Thursday, HCCS provides opportunities for differentiated professional development trainings located throughout the district. Teachers choose a training that directly correlates with his or her individual professional needs. During pre-planning, however, information is shared with each school's special education department and school's administration. Also during pre-planning, each case manager prints copies of each student's accommodations/modifications lists along with any BIP. The case manager then sits with each teacher that has the SWD and explains the documents. Once the meaningful consultation has taken place, each teacher must sign stating they understand and have received the information. School administrators will also receive training opportunities in the areas of behavior intervention plans, discipline of students with special needs/504 plans, accommodations, and understanding Georgia's Alternate Assessment (GAA). To ensure the least restrictive environment (LRE) and provide students with disabilities a free and appropriate education (FAPE), we understand the mandates set forth by IDEA. We develop and implement an IEP for each student with a disability. The IEP outlines the student's specific needs, goals, and accommodations necessary for their education. It is developed collaboratively with parents, educators, and other professionals. HCCS also promotes inclusive practices that ensure students with disabilities are educated alongside their non-disabled peers to the maximum extent appropriate. Inclusion involves providing necessary supports and accommodations to facilitate meaningful participation and access to the general education curriculum. HCCS offers a full continuum of services for students with disabilities including: - Regular education with no special education support; - Additional supportive services; - Direct services, consultative - Direct services, collaborative; - Direct services, co-teaching; - Instruction for individuals or small groups outside the regular education
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IDEA Performance Goals:

	classroom Separate day school or programs Home based instruction Residential placement in-state or out-of-state; Hospital/Homebound instruction GNETS onsite classroom We foster open communication and collaboration among teachers, specialists, support staff, and parents/guardians. We involve parents or guardians and students in the decision-making process, actively seeking their input and respecting their perspectives, and we consider their valuable insights when determining appropriate educational placements and services. We regularly share information, progress reports, and strategies to ensure a coordinated approach to meeting each student's needs. In addition, HCCS provides appropriate supplementary aids and services to support students with disabilities in the general education classroom. This could include assistive technology, classroom modifications, or additional support from special education professionals. We continuously assess student progress and adjust instructional strategies accordingly. We regularly review and update the IEP to ensure it aligns with the student's current needs and goals. Furthermore, we conduct periodic evaluations to assess the effectiveness of the LRE and ensure that students are receiving the support they need to make progress toward their educational goals. By following these guidelines, we create an inclusive educational environment that promotes the least restrictive environment and provides students with disabilities a free and appropriate education.
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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 submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	In efforts to assure compliance with state and federal laws and regulations, Hart County begins by requiring all faculty and staff to read the District Policies and Procedures manual yearly. All staff are also required to complete a Compliance Directory at the beginning of the school year. This focuses on the understanding of school law and professional ethics. We also meet monthly with our Regional GLRS teams to discuss, problem solve, and improve our efforts as a Special Education Department. Lastly, we attend state wide conferences that provide us with the information and support we need to stay in compliance. In addition to the aforementioned steps, Hart County Charter System has developed a professional learning community for special education lead teachers at each of the schools in our district to review the state and federal laws and regulations. The professional learning community meets two times a year to review this information. New special education teachers will have professional learning sessions that are specifically IDEA related. These teachers will also be assigned a SPED mentor as an additional layer of support.
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IDEA Performance Goals:

	Our district utilizes GO IEP to develop Individualized Education Plan for students. Each month, IEPs are randomly selected for audit to ensure compliance. New special education teachers are provided GO IEP training prior to the first day of pre-planning during new staff orientation. This will also include a "Quick Start" guide. Teachers are also provided checklists to help guide them throughout the IEP process to ensure that guidelines and procedures are followed. This provides teachers with resources to help them have a strong start to a new school year. Returning teachers receive updated training during a "back to school" district-wide meeting each year. In addition, each school has an individual that has experience with GO IEP to provide support. Work sessions with the special education lead teachers, student services director, diagnostician, and the school psychologist have a daily monitoring routine for all IEPs in the district. Quarterly self-monitoring of IEP's will occur using a due process rubric. Areas of need will be addressed on an individual basis and corrections will be made during IEP amendment meetings. Technical assistance will be provided for those case managers who are not in compliance with the laws and regulations required under IDEA. HCCS addresses timely and accurate data submission for special education by ensuring appropriate support and services for students with special needs. HCCS has established clear guidelines and expectations regarding data submission for special education. This includes specifying the required data elements, formats, and deadlines. These guidelines are communicated to all relevant staff members, including special education teachers, administrators, and support staff through our Hart County Charter System Special Education Services Policies and Procedures manual. HCCS provides comprehensive training and professional development opportunities for special education staff on data collection, documentation, and submission procedures. This training should cover the use of any specialized software or systems used for data management. This training is conducted during pre-planning for all Special Education staff. We implement user-friendly data collection tools and systems that facilitate accurate and efficient data submission. This includes GoIEP which is used for recording and managing Individualized Education Programs (IEPs), progress monitoring tools, and student information systems with built-in data reporting capabilities. We have established a system of regular monitoring and quality assurance checks to review the accuracy and completeness of data submissions. This involves designated special education lead teachers
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IDEA Performance Goals:

	to oversee data collection processes. The Special Education Director will be conducting audits twice a year and reviewing any collected data. We will conduct regular team meetings and check-ins to help address any challenges or questions related to data submission and ensure everyone is aware of their responsibilities. We will also utilize the collected data to analyze trends, identify areas for improvement, and provide feedback to staff members. This feedback loop encourages continuous improvement and helps address any recurring issues or training needs. We will provide ongoing support and resources to special education staff to assist them in meeting data submission requirements. This may include providing access to technical support, instructional materials, and professional networks. Teachers will be acknowledged and celebrated for timely and accurate data submission. Recognizing staff members' efforts and achievements will foster a positive culture around data management and encourage compliance. By implementing these strategies, HCCS promote a culture of data integrity and ensure timely and accurate submission of data for special education, leading to improved decision-making and outcomes for students with special needs.
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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)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Well-rounded initiatives include the following: ● Rosetta Stone: The software program was purchased and professional learning was provided to ESOL teachers. Weekly usage reports are reviewed. Students are using the available resource. Professional learning evaluations provided positive feedback. This was a new initiative in FY22. The district plans to continue the initiative in FY23. Need #1/Action Steps #1 and #6 ● Tutoring for English Learners: Title III and Title IV funds were braided to fund this opportunity. Attendance sheets indicate students are taking advantage of the opportunity. Students often return regularly, which also indicates meaningfulness. Participants will be surveyed at the end of September. This was a new initiative in FY22. The district plans to continue the initiative in FY23. Need #1/Action Step #4 ● Professional learning opportunities related to 7Mindsets, PBIS and MTSS: These are continuing activities. The district hopes to see fewer discipline referrals and fewer suspensions (ISS and OSS). MTSS related efforts will also improve student achievement. Need #2/Action Step #1 and Need #1/Action Step #1 ● After-school math tutorial sessions and instructional resources for math tutors: This was a past initiative with demonstrated success. It ended abruptly in FY20 because of the pandemic. The district attempted to reinstate the initiative in FY22 but was unable to do so due to limited interest from teachers. Additional learning opportunities will increase mastery of the curriculum as evidenced by gains in student achievement data. Need #1/Action Step #6
B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Safe and healthy initiatives include the following: ● Bridge to Beginnings: This is a continuing activity. Summer instruction is provided to at-risk students' parents, incoming to kindergarten. The goals of the program are to close instructional gaps and increase mastery of the curriculum as evidenced by MAP scores. Need #1/Action Step #4 ● Professional learning opportunities related to PBIS: This is a

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)

	continuing activity. PBIS implementation will decrease referrals and result in fewer student suspensions (ISS and OSS). Need #2/Action Step #1 - SWIS subscription: This is a continuing activity. SWIS is used to collect discipline data. Having a data warehouse allows for improved analysis and leads to implementation with fidelity. Need #2/Action Step #2 - Poster printer supplies and PBIS supplies (frames, paper for certificates): This is a continuing activity and allows for implementation of PBIS principles. Need #2/Action Step #2
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C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Effective use of technology initiatives include the following: Professional learning opportunities related to the effective use of instructional technology: This is a continuing activity. Sessions will occur during the summer months, and participants will be paid stipends for their participation. Using technology to enhance instruction increase student achievement. Need #1/Action Step #1
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D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Face-to-face consultations, virtual meetings, phone conversations, and written correspondence with personnel leading Title IV, Part A funded programs/activities and stakeholders and community-based partners supporting Title IV, Part A funded programs/activities will occur throughout the school year. Sign-in sheets, agendas, and emails will serve as documentation of the consultations. The Title IV, Part A Coordinator will also conduct onsite visits in an effort to observe programs funded with Title IV, Part A funds. Concerns and/or guidance related to programs funded by Title IV, Part A will be provided in
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

	writing. Those utilizing programs funded by Title IV, Part A and/or participating in professional learning opportunities funded by Title IV, Part A will complete perception surveys and/or evaluations, which will be collected and reviewed by the Title IV, Part A Coordinator. Expenditure reports will be reviewed on a monthly basis by the Title IV, Part A Coordinator so as to ensure use of funds in a timely manner. It should be noted that the district was monitored in FY19 and received no findings related to on-going consultations.
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