



District Improvement Plan 2026 - 2027



Hall County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
Team Lead	Heather Barrett
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	Decrease the student achievement gap by meeting the needs of diverse learners.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Challenges in identification of diverse needs of learners
Root Cause # 2	How to match the systems, knowledge, skills, and strategies to address the needs of all learners.
Root Cause # 3	Limited time, opportunity to intentionally focus and reflect on core beliefs about teaching and learning.
Goal	By the end of FY27, the overall CCRPI score for HCSD will increase by 2 points from the previous year's overall score, demonstrating measurable improvement in school performance across content mastery, progress, closing gaps, graduation rate, and readiness.

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

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

Action Step	Ensure every student receives rigorous, grade-level, standards-aligned, differentiated Tier 1 instruction with clear learning targets, frequent checks for understanding, and responsive teaching (Teach-Assess- Respond).
Funding Sources	Title I, Part A Title II, 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	Walk-through Data School Data Chats
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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Action Step # 1

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

Action Step	Build consistent, standards based, data driven collaborative practices, grounded in strong PLC structures and intentional planning, to strengthen Tier 1 instruction, reduce variability in classroom experiences, and improve student outcomes.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Walk-through Data School Data Chats
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	Design and deliver high quality professional learning led by school teams and district instructional support staff to improve student outcomes by strengthening Tier I instruction.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A Title IV, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	PL Agenda, Sign In, Feedback, and Reflection Walk-through Data School Data Chats
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step # 4

Action Step	Foster strong partnerships with families and community stakeholders through meaningful two-way communication and parent meetings, building capacity to improve student achievement with support from district facilitators and school-based parent liaisons.
Funding Sources	Title I, Part A McKinney-Vento
Subgroups	Economically Disadvantaged Foster

Action Step # 4

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent and Family Engagement Input Survey Parent Meeting Agendas, Sign Ins, Feedback Advisory Group Feedback
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) GSAPS Data
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 5

Action Step	Strengthen teacher support and new teacher retention by providing targeted mentoring and job-embedded coaching, and expand opportunities for endorsements to improve instruction and accelerate student achievement.
Funding Sources	Title I, Part A Title II, Part A Title III, 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	Walk-through Data
Method for Monitoring Effectiveness	Teacher Retention Rates Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS)
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 5

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

Action Step # 6

Action Step	Continue to maintain and improve College and Career Readiness learning opportunities and expand flexible and innovative learning opportunities through employability skills, advanced learning options, college and career coordinators, and non-traditional pathways.
Funding Sources	Title I, Part C Title II, Part A Title IV, Part A Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Pathway Completion Pathful Data TCC (Technical College Credit) Completion Enrollment Numbers (SEARCH, POCs / Magnet, IB, TCCs) Longitudinal Credit Data (AP participation, IB participationDual Enrollment (DE) numbers)
Method for Monitoring Effectiveness	Graduation Rates CCRPI Readiness Indicators Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) Longitudinal Diploma Seal Data
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Strengthen and expand district MTSS frameworks to ensure consistent, data-informed procedures; positive, relationship-building; and coordinated, tiered whole-child supports.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	GSAPS Ratings School Climate Surveys and Ratings
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) Longitudinal Attendance Data
Position/Role Responsible	Teaching and Learning Department

Action Step # 7

Evidence Based Indicator	Strong
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Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Meeting the social emotional needs of students to support academic growth.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	How to match the systems, knowledge, skills, and strategies to address the social emotional and behavioral needs of all learners.
Root Cause # 2	How to support the varying social emotional and behavioral needs of students to assist with academic success.
Root Cause # 3	Students and families have experienced adverse childhood experiences and trauma that affect their ability to achieve academic growth
Goal	By the end of FY27, the district will implement and monitor targeted strategies that strengthen the overall well-being of students and staff as evidenced by an increase in Georgia School Climate Rating by 1%.

Equity Gap

Equity Gap	CCRPI Star climate rating
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate
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Action Step # 1

Action Step	Provide ongoing, needs-based professional learning that equips staff to consistently implement schoolwide procedures, build positive student–adult relationships, and create safe, engaging, and supportive classrooms using effective instruction, trauma-informed practices, and social-emotional learning aligned to the Four Cornerstones.
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	Supportive Learning Environment
Method for Monitoring Implementation	GSAPS Rating PL Agenda, Sign In, Feedback, and Reflections
Method for Monitoring Effectiveness	Longitudinal Behavior Data Longitudinal Attendance Data Climate Rating Climate Survey Results
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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Action Step # 1

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

Action Step	Strengthen and expand districtwide behavior-support structures to ensure consistent procedures, positive relationship-building, and whole-child supports led by Student Services personnel.
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	Supportive Learning Environment
Method for Monitoring Implementation	GSAPS Rating Tier I Universal Screeners
Method for Monitoring Effectiveness	Assessment Data (MAP, CBAs (Common Benchmark Assessments), Milestones, ACCESS) Longitudinal Behavior Data Longitudinal Attendance Data Climate Rating Climate Survey Results
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	Develop and implement a comprehensive service learning framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Service Learning Hours Tier I Universal Screeners
Method for Monitoring Effectiveness	Climate Rating Climate Survey Results
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	

Action Step # 3

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Maintain and continuously refine a character education framework.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Tier I Universal Screeners
Method for Monitoring Effectiveness	Climate Rating Climate Survey Results
Position/Role Responsible	Teaching and Learning Department
Evidence Based Indicator	

Action Step # 4

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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 Hall County School District maintains a coordinated, collaborative approach to all federal programs, with program leaders working together through ongoing planning, cross-department communication, and alignment with district priorities. This structure ensures that students who qualify for multiple programs receive integrated supports without duplication or service gaps. A key component of HCSD's coordination is its partnerships with agencies and community organizations. Student services collaborates closely with local child welfare agencies to identify students in foster care and implement ESSA requirements, including transportation, school stability, and access to Title I supports—ensuring smooth transitions when placements change. The district's migrant education program similarly provides continuity of services by addressing disruptions caused by frequent moves and coordinating with community partners that support migratory families. Family and community engagement further strengthens coordination across federal programs. HCSD's Parent and Family Engagement efforts include targeted outreach, bilingual support, and consistent communication to build strong home-school partnerships. Parent outreach facilitators and bilingual contacts ensure culturally responsive engagement and help align Title I family engagement initiatives with Title III supports for English learners. Professional learning is aligned across programs through coordinated use of federal funds, including Title I, Title II-A, and Title III. The district provides job-embedded professional development tied to the Georgia Standards of Excellence and focused on evidence-based instructional practices, literacy, numeracy, teacher induction, and leadership development. These efforts support district improvement goals and ensure equitable access to high-quality training for teachers in both Title I and non-Title I schools.
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Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Personnel conferences are held each winter/spring with administrators from all schools. During these meetings, the superintendent, assistant superintendent of Human Resources, assistant superintendent of Teaching and Learning, and members of the teaching and learning team (Director of Middle/High, Literacy and Numeracy Director, CTAE Director, Title I Director, Special Education Director, Federal Programs Director) meet with each principal to review staffing needs for the upcoming school year. Ineffective, out-of-field, and inexperienced teachers are discussed, and staffing decisions are made at that time. The district also collaborates with schools to provide equity data to support scheduling decisions. New hires are monitored to ensure they meet all professional qualification requirements.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	The district maintains a strong focus on leadership development. A dedicated district-level position supports this work, and leadership development programs for aspiring administrators and teacher leaders have been successfully implemented. All principals and assistant principals are evaluated using the Leader Keys Effectiveness System (LKES), and data from these evaluations identify the standards in which leaders perform well and those that need improvement. Teachers are evaluated through the Teacher Keys Effectiveness System (TKES). Observation and documentation data highlight the standards where teachers excel and those requiring growth. Teachers who received an Ineffective or Needs Development rating on their prior year's evaluation are required to have performance goals and objectives. Their assigned evaluator monitors the implementation and effectiveness of these plans. All teachers also identify annual professional learning goals. With the support of Title II-A funds, the district employs professional learning specialists whose primary role is to facilitate job-embedded professional learning in schools. Professional learning specialists meet regularly with the Teaching and Learning directors to ensure that school-level professional learning needs are identified and addressed. These meetings also provide an opportunity to coordinate support and strengthen instructional leadership across the district. Title I schools also have instructional coaches who assist teachers with professional learning and the implementation of best instructional practices.
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule – Strategic Waivers (160-5-1-.33), does the district intend to waive certification? [ESSA Sec. 1112(c)(1)(B)(ii)]	
☒	Yes
☐	No (no further action)

If the LEA waives certification, specify the waiver option below:	
☒	The LEA waives certifications for all teachers allowable by law. (no further action)
☐	Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	The district currently has five federally identified schools: • CSI (Lowest Performing): Chicopee Woods Elementary, Year 3 • TSI: Lanier College and Career Academy, EL • TSI: Martin Elementary, SWD • TSI: Myers Elementary, SWD • TSI: Sugar Hill Elementary, SWD The Director of Title I Services, Title I Assistant Director, members of the Teaching and Learning team, GaDOE Effectiveness Specialists, and RESA Title I School Improvement Specialists provide ongoing technical assistance throughout the year to support the school in improving student achievement and closing achievement gaps between the lowest- and highest-performing subgroups. Professional learning opportunities in CSI/TSI schools are designed to be sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs. Federally identified schools are required to develop a GaDOE-approved plan that addresses all required components. In addition to these school-level plans, the district will develop a corresponding support plan to guide improvement efforts. Title II-A funds will be prioritized for CSI/TSI schools to support professional learning initiatives outlined in their school improvement
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State and Federally Identified Schools

	plans. Along with 1003(a) funds, Title II-A funds will be used to support professional learning in academic achievement, high-impact instructional strategies, and dropout prevention initiatives.
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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 professionals and, if appropriate, academic credit.	The district will continue to offer the opportunity for students to complete a variety of career pathways within the federal career cluster areas aligned to community needs and in-demand occupations. These career pathways will help prepare students for their next step after high school as we prepare students to be life ready. Students will have the opportunity to participate in a variety of career awareness and exploration activities and work-based learning internships to make connections to their future career goal. These activities and internships will provide students the opportunity to work with local employers and to learn directly from those already established in their careers. Exposure to the workplace will allow students to learn employability skills, see how academic content is applied in real-world settings and the opportunity to collaborate with adults on authentic work projects. The Hall County School District offers the GA Best certificate to students who complete the program requirements. Currently, a full-time Work-Based Learning Coordinator is in place at each high school to coordinate internships and job shadowing activities for students. The Work-Based Learning Coordinators develop and coordinate career lesson activities at the elementary and middle school levels. Students also have the opportunity to participate in Career Technical Student Organizations (CTSOs). These organizations help prepare emerging leaders and entrepreneurs for careers in various fields. CTSOs provide unique activities that foster career-related skills and leadership development. The district will provide the necessary support (updated equipment, supplies, resources, leadership) to CTAE in order that these courses, pathways, programs, internships and CTSOs can be implemented successfully. Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. The district will work to implement programs so that students will be college and career ready. The Hall County School District offers the following pathways: • Agriculture Leadership in Animal Production • Agriculture Leadership in Horticulture
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CTAE Coordination

	• Agriculture Mechanics & Electrical Systems • Agricultural Mechanics • Agricultural Mechanics/Metals Fabrication • Animal/Mechanical Systems • Food Animal Systems • Forest Mechanical Systems Forestry/Wildlife Systems • Horticulture & Animal Science • Horticulture/Mechanical Systems Poultry Science • Veterinary Science • Carpentry • Electrical • Masonry • Plumbing • Heating, Vent, Air Conditioning & Refrigeration • HVACR Electrical • Heavy Equipment Operations • Animation and Digital Media • Audio-Video Technology/Film I • Audio-Video Technology/Film II • Graphic Communications • Graphic Design • Business & Technology • Entrepreneurship • Early Childhood Education • Teaching As A Profession
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CTAE Coordination

	• Financial Services • JROTC Naval Science • Public Management & Administration • Allied Health & Medicine • Biotechnology Research & Development • Diagnostics/Phlebotomy • Emergency Medical Responder • Health Informatics/Medical Office • Patient Care • Therapeutic Services-Exercise Physiology • Therapeutic Services - Mental Health Professional • Therapeutic Services- Pharmacy • Therapeutic Services - Public Health • Therapeutic Services- Sports Medicine • Therapeutic Services- Surgical Technology • Baking & Pastry • Culinary Arts • Hospitality, Recreation & Tourism • Nutrition & Food Science • Personal Care Services- Cosmetology • Computer Science • Cybersecurity • Game Design • Programming • Web Development
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CTAE Coordination

	• Law Enforcement Services/Forensic Science • Security & Protective Services • Machine Operations • Manufacturing • Sheet Metal • Welding • Fashion Merchandising/Retail Mgmt. • Marketing and Management • Marketing Communications & Promotions • Sports & Entertainment Marketing • Engineering & Technology • General Automotive Technology • Workforce Ready • AC-Financial Services* • AC-Mental Health Professional * • AC-Teaching as a Profession* • AC-Audio-Video Technology & Film I-A* • AC-Audio-Video Technology & Film I-B* • AC-Engineering & Technology* • AC-Audio-Video Technology & Film* • AC-Animation & Digital Media* • AC-Graphic Design* • AC-Therapeutic Services Allied Health* • AC-Veterinary Science*
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CTAE Coordination

	* AC - Academic Career Pathways
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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 Hall County School District will continue implementing Positive Behavioral Interventions and Supports (PBIS) across elementary schools and participating middle and high schools to strengthen student support and promote success. The PBIS Coordinator supports both elementary and secondary schools by facilitating PBIS coach meetings and conducting walk-throughs in PBIS-implementing schools. The Special Education Department will continue collecting data on measures of quality and school climate, disaggregated by student subgroups. These measures include out-of-school suspensions, in-school suspensions, expulsions, and chronic absenteeism (both excused and unexcused). Monthly reports and training related to these indicators are provided to school administrators, special education coordinators, and lead special education teachers. All schools now use Spotlight to track ISS and OSS data to support problem-solving and action planning. Special Education will also provide ongoing training and strategies from the district's Behavior Intervention Specialist to strengthen behavioral supports and interventions.
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	
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Title I, Part A – Educational Programs

Provide a general description of the instructional program in the following:
 Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.

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.	In FY26, the district implemented the occupational survey form as part of the required online enrollment documentation for all students. Every family is required to complete the survey during initial enrollment, and the form is also administered annually during back-to-school registration for all returning students. This annual process ensures that any changes in employment or eligibility status are identified in a timely manner. The occupational survey is available in multiple languages to support accessibility for all families. All completed surveys are reviewed by district migrant recruiter, who evaluates each survey to identify potential eligibility. The recruiter conducts follow-up interviews with families, as needed, to determine eligibility and whether a Certificate of Eligibility (COE) should be completed and submitted for approval through the Department of Education Migrant Education Program (MEP). The overall process is monitored by district administration to ensure compliance, accuracy, and timely submission. To support the records transfer process for migratory students, the district utilizes both standard records request procedures and the Migrant Student Information Exchange (MSIX). When migratory students enroll, school staff request academic and health records from the previous school while migrant staff simultaneously review MSIX for available student information. The registrar and/or school data clerk ensures that records are obtained promptly to support timely enrollment, appropriate course placement, and access to services. When students withdraw or move out of the district, records are transferred quickly to the receiving school upon request to ensure continuity of instruction and services. MSIX is utilized by school social service providers (SSPs) whenever an out-of-district move occurs to facilitate timely record sharing. Access to MSIX is provided to trained personnel, including the district migrant recruiter and SSPs. These staff members access MSIX when migratory children and youth enroll or depart to review and update student records. MSIX is used to access and upload high school academic records, including current classes and credits, as well as immunization records maintained at the district level. This ensures that critical academic and health information is readily available when students move between districts or states. Information obtained through MSIX is used by migrant staff to support
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	enrollment decisions and appropriate course placement for migratory students. By having immediate access to accurate academic histories and health records, the district minimizes delays, prevents gaps in instruction, and avoids duplication of coursework. The use of MSIX, combined with timely records requests and coordination among district staff, supports effective intrastate coordination of services. This process ensures continuity in educational programming and reduces wait time for migratory students to receive appropriate services as they transition between schools.
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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	Community outreach is a key component of the district's Migrant Education Program (MEP) and is supported through local Parent Advisory Council (PAC) meetings. Three times per year, local agencies are invited to attend these meetings to share resources and information with migratory parents and families. In addition, a Community Resource Guide is provided to School Social Service Providers (SSPs) to ensure they are equipped to connect families with available services as needs arise. Academic and non-academic services for migratory preschool children (P3–P5), K–12 students, and Out-of-School Youth (OSY) are coordinated through collaboration among SSPs, school counselors, social workers, and community partners. SSPs serve as the primary point of contact, ensuring that services are aligned, referrals are made as needed, and resources are delivered efficiently to support student and family needs. The needs of migratory preschool children (P3–P5) and their families are identified through multiple sources, including the occupational survey, recruiter interviews, and ongoing communication between SSPs and families. SSPs also conduct outreach and informal needs assessments through direct engagement with families to determine both academic and non-academic needs. To address these needs, SSPs provide support through virtual (Zoom), in-person, and mailed resources. Monthly follow-ups are conducted to monitor progress and provide additional support as needed. Preschool students receive instructional materials focused on early literacy and numeracy, including summer reading materials to support continued learning. Identified P3–P5 students are served by funded migratory Supplemental Educational Services (SES) personnel. Services are evaluated through ongoing progress monitoring, monthly communication with families, and documentation of student participation and engagement. SSPs review the effectiveness of services and adjust supports based on individual student and family needs.
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Title I, Part C – Migrant Supplemental Support Services

	Out-of-School Youth (OSY) and dropout (DO) students are identified to the maximum extent feasible through recruiter outreach and program procedures. The OSY Profile Form is used to identify each student's academic and non-academic needs. Once completed, SSPs analyze the responses to determine appropriate next steps, including service delivery or referrals. Services may include English language instruction, career exploration, and referrals to programs such as GED attainment, as well as connections to community partners like Lanier Technical College and WorkSource Georgia. OSY/DO students are offered both summer and school-year instructional support services based on their interest and availability. Additional resources may include books, backpacks, hygiene supplies, and other materials to support their well-being and educational goals. SSPs coordinate all services and maintain ongoing communication with students to monitor participation and progress. Services are evaluated through follow-up communication, tracking participation in programs and services, and reviewing progress toward individual goals. Feedback from students and partner organizations is used to adjust and improve service delivery. For all migratory students, resources may include academic materials, school supplies, health kits, transportation assistance, and tutoring as needed. SSPs coordinate these services in collaboration with school staff and community agencies to ensure timely and appropriate support. The district also partners with organizations such as the Mexican Consulate, the Migrant Program, and the Student Services Department to expand access to resources and services. This partnership, initiated in FY23, continues to strengthen service coordination and support for migratory students and families in FY26.
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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	Goal 1: Hall County Schools will improve graduation rate outcomes for students with disabilities by implementing the ASPIRE initiative to strengthen self-advocacy and student participation in IEP development. Both school-age and post-secondary transition components that directly support improving graduation rate outcomes for students with disabilities include: ● Implement ASPIRE to build self-advocacy, increase student involvement in IEP planning, support job-shadowing, and monitor through student observations, parent and teacher feedback surveys. ● Strengthen transition partnerships with GVRA and expand Community-Based Instruction, job tours, and career pathways; document participation and employability skill progress to strengthen transition readiness. ● Provide targeted professional learning on compliant IEPs, Facilitated IEP training, transition planning, assistive technology, structured literacy, co-teaching, and behavior supports, with participation and application of skills as monitored through observations and document reviews. ● Support the development of high-quality GAA portfolios and utilize data-driven needs assessments to inform early intervention and target assistance for students at risk. ● Ensure transition plans are accurate, student-specific, and based on student needs and interests, as monitored through quarterly, cross-team reviews by the special education lead teacher and coordinator. ● Maintain inclusive learning environments through co-teaching and a full continuum of services as monitored by classroom walkthroughs and student placement data. ● Strengthening family-school partnerships to reinforce shared responsibility for student success. ● Expanding structured literacy supports and individualized assistive technology to improve academic outcomes, all to promote graduation. To reiterate Hall County Schools' procedures and focus on monitoring with fidelity to improve graduation outcomes for students with disabilities through: ● Quarterly IEP reviews (random sample) to check compliance,
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IDEA Performance Goals:

	transition components, and appropriate student documentation. • Walkthroughs and coaching cycles to monitor co-teaching, CBI, literacy interventions, and behavior supports. • District data review cycles analyzing graduation progress, attendance, discipline, and early-warning indicators. • Annual documentation submission for CBI hours, job-site evaluations, transition assessments, and parent communication.
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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	Goal 2: Improve services for young children (3-5) with disabilities through Procedures & Service Delivery • A comprehensive Child Find system identifies children ages 3–5 through coordinated outreach with families, pediatricians, daycares, Head Start, and early intervention agencies. • Efficient evaluation and placement procedures ensure timely eligibility decisions and appropriate services. • Services are delivered in homes, private daycare centers, Head Start, SISU, and district Pre-K classrooms, based on individual needs. • A full continuum of services includes specialized instruction, speech-language therapy, occupational and physical therapy, audiology, transportation, and supports for students with visual or hearing impairments. Staff Supporting the 3–5 Population • A multidisciplinary team—including special education teachers, paraprofessionals, therapists, psychologists, the preschool special education coordinator, clerical staff, and part-time diagnosticians—provides evaluation and instructional support. Environment, Outcomes & Transition Activities • Transition meetings between Pre-K and elementary teams ensure smooth entry into kindergarten. • Collaboration with Babies Can't Wait, Ninth District Head Start, and other early childhood partners supports early identification and coordinated services. • Inclusive, community-based opportunities promote positive developmental and school-readiness outcomes.
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IDEA Performance Goals:

	Collaboration & Parent Engagement • Monthly parent information sessions address IEP development, parental rights, assistive technology, visual supports, and Medicaid. • Public awareness efforts through the district website, social media, and parent liaison outreach strengthen Child Find and connect families to services.
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	Goal 3: Professional Learning & Collaboration • Special education directors, coordinators, lead teachers, and related service providers collaborate to support teachers' understanding of IEP procedures and best practices. • SpEd teachers participate in monthly professional learning led by coordinators on topics such as:ul • GoIEP • Prior Written Notice (PWN) • IEP documentation and measurable goals • Eligibility procedures • Instructional strategies and LRE Coordinators receive updates from GaDOE, Pioneer RESA, and district meetings and redeliver information monthly.Additional training is provided through Canvas compliance modules, District PL days, pre-planning, and Special Education New Teacher Academy.IEP Implementation, Communication & Monitoring • IEP accommodations and modifications are shared with teachers during new student enrollments, IEP meetings, and amendments. • IEP teams ensure placement in the least restrictive environment with access to the full continuum of services. • Meetings Held reports are run on a monthly basis for Special Education Coordinators' review to ensure compliance, timelines/timely and accurate data submission.ul • Non-compliant cases are flagged, and teachers receive individualized technical assistance. Classroom observations and progress-monitoring reviews ensure fidelity of instruction.Additional PL is offered on transition planning, The Unique Learning curriculum, and the Wilson Reading System through district offerings and GLRS.Related Services Oversight
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IDEA Performance Goals:

	● Related service providers follow a parallel support structure. ● The lead OT/PT conducts:ul ● Annual file reviews ● Peer evaluations ● Targeted observations Providers access professional learning through GLRS and state/national organizations, supported by the special education budget.All services are delivered in alignment with IDEA, GaDOE regulations, and evidence-based practices as defined by the full continuum of services to include:All services are delivered in alignment with IDEA, GaDOE regulations, and evidence-based practices as defined by the full continuum of services to include: ● General Education: Access to grade-level instruction with accommodations, supplementary aids, and services. ● Co-Teaching or Support Services provided in the general education class ensuring access to standards. ● Separate Class: Provides specialized instruction in a separate setting aligned to IEP goals, providing structured special education classrooms for students requiring intensive, daily support. ● Related Services: OT, PT, counseling, transportation, and other services required to access FAPE. ● Supplemental Aids and Services: Including assistive technology supports, AT devices, communication systems, and related tools based on individualized need. ● Behavior Intervention Services: FBAs, BIPs, and structured behavior supports as determined by the IEP team. ● Community-Based Instruction: Functional, social, and employability skills instruction in community settings. ● Work-Based Learning & Job-Site Training: Supported job experiences and employability skill development aligned to transition goals. ● Transition Services: Community-based programming focused on independent living, employment, and post-school readiness. ● Special Schools or Programs: Provide placement in specialized public or private programs (e.g., GNETS) when needed for FAPE. ● GAA-Aligned Instruction: Adapted, standards-based instruction for students participating in the Georgia Alternate Assessment. ● Homebound Instruction: Instruction provided at home or in medical settings when medically necessary. ● Hospital, Institutional, or Residential Placement: Educational
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IDEA Performance Goals:

	services delivered in hospitals, institutions, or residential programs when required for FAPE.
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance	Goal 4: Improve compliance with state and federal laws and regulations to ensure compliant practices are maintained. Hall County Schools ensures IDEA compliance through systematic monitoring, timely correction of non-compliance, targeted professional learning, and ongoing collaboration with GaDOE, resulting in accurate reporting, procedural fidelity, and improved outcomes for students with disabilities. Monitoring & Internal Procedures • The Special Education Data Compliance Specialist conducts monthly internal audits and self-assessments to review IEP accuracy, timelines, documentation, and procedural fidelity. • Special Education Directors and Coordinators review compliance data to ensure timely evaluations and transitions from Babies Can't Wait, and ensure timely and accurate reporting, including federal indicators such as Indicator 11 (initial evaluations) and Indicator 12 (Babies Can't Wait transitions). • Targeted Corrective Action Procedures: When a non-compliance finding is identified, the Special Education Director will notify the relevant school administrator, coordinator, or staff via email. This communication will include details of the findings, instructions for corrective actions, and a request for the necessary evidence of correction within the designated timelines. • The Data Compliance Specialist verifies correction through follow-up file reviews, documentation checks, and monitoring of subsequent submissions to ensure sustained compliance. • During GaDOE state monitoring, the district responds promptly to findings, submits required documentation, implements corrective action plans, and conducts internal follow-up to prevent recurrence. • During GaDOE state monitoring, the district responds promptly to any findings by submitting required documentation, implementing corrective action plans, and conducting internal follow-up to ensure issues are fully resolved. The Hall County Schools will maintain compliant practices by adhering to the monitoring, professional learning, and corrective action procedures outlined above, including monthly internal audits, data reviews, targeted staff training, and verification of correction to prevent recurrence.
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IDEA Performance Goals:

	Professional Learning & Staff Support ● Monthly Zoom "Drive-In" sessions led by Special Education Coordinators and Data Compliance Specialist provide ongoing training on IDEA requirements, procedural updates, and compliance expectations. ● The Special Education New Teacher Academy provides foundational training on IDEA requirements, district procedures, IEP development, and compliance responsibilities, and includes targeted professional learning on specially designed instruction strategies, literacy interventions, and other evidence-based instructional practices to promote student learning and engagement. ● Ongoing Professional Learning is available through district PL days, Canvas compliance modules, pre-planning sessions, and targeted technical assistance based on monitoring results. ● Targeted Support for Identified Schools is provided to Schools with repeated or significant non-compliance receive individualized coaching, file reviews, and on-site support from district specialists. Collaboration With State Agencies ● Hall County Schools engages in ongoing collaboration with the Georgia Department of Education through monthly Special Education Directors Collaborative meetings at Pioneer RESA, joint sessions with the GLRS Director, participation in GaDOE's The Exceptional Leaderwebinars, and attendance at state-sponsored federal programs conferences and trainings. Through these structured collaborative activities, the district receives timely guidance, technical assistance, and regulatory updates, ensuring that local procedures remain aligned with IDEA and GaDOE expectations and supporting consistent implementation of compliant practices across all schools. ● District procedures are updated based on GaDOE monitoring feedback, guidance documents, and statewide compliance requirements.
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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	Overarching Need 1, Action Step 3 (Continuing): The district will provide ongoing professional development through school leadership teams, instructional coaches, and district-level professional learning staff funded through various federal programs. This activity focuses on research-based instructional practices, including effective feedback, student engagement, teacher efficacy, and lesson closure strategies, as well as literacy and numeracy development. Additional components include new teacher induction programming, endorsement certification programs, and leadership development to support well-rounded instructional practices. The intended outcome is to increase student academic achievement by improving instructional quality, as evidenced by growth in literacy and numeracy benchmark assessments and improved classroom observation ratings. Overarching Need 1, Action Step 6 (Continuing): The district will develop and implement flexible and innovative learning opportunities designed to increase student achievement and engagement. These opportunities may include differentiated instruction, blended learning models, and expanded access to enrichment and well-rounded learning experiences. This approach supports diverse learning needs and promotes student-centered instruction across grade levels. The intended outcome is to improve student academic performance and engagement, as measured by increased assessment scores, higher levels of student participation, and positive trends in student engagement data. Overarching Need 1, Action Step 6 (Continuing): The district will continue to provide college and career readiness support through two College and Career Coordinators who offer ongoing counseling services to students. These services include guidance on postsecondary opportunities, dual enrollment, and financial aid resources, including support for completing the Free Application for Federal Student Aid (FAFSA). The intended outcome is to increase student participation in dual enrollment, increase the number of college credits earned, improve FAFSA completion rates, and ultimately increase overall graduation rates.
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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)

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B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need 2, Action Step 1 (Continuing): The district will continue to focus on mental health and support for its most fragile learners by providing professional learning to staff on adolescent mental health and trauma-informed practices. This training will equip educators with strategies to better support students' emotional and behavioral needs within the classroom. The intended outcome is to improve student mental health and well-being, increase academic success, prevent school dropout, reduce exclusionary discipline practices, and promote the use of trauma-informed classroom management strategies, as evidenced by improved student outcomes and reductions in disciplinary incidents. Overarching Need 2, Action Step 2 (Continuing): The district will continue the implementation of Positive Behavioral Interventions and Supports (PBIS) with the support of a PBIS Coordinator and PBIS Consultant who will provide ongoing professional learning and guidance to schools. This framework is designed to promote positive student behavior and create a supportive school climate. The intended outcome is to increase student achievement and reduce exclusionary discipline practices, as measured by improved academic performance and a decrease in disciplinary referrals and incidents. Overarching Need 1, Action Step 7 (Continuing): The district will continue to support the mental health and well-being of its most fragile learners based on Comprehensive Needs Assessment (CNA) data. Targeted support will be provided by a Title IV Student Success Coach, MTSS Coordinator, and MTSS Specialists to address both academic and non-academic needs. The intended outcome is to improve student mental health, increase academic achievement, prevent school dropout, reduce exclusionary discipline practices, and strengthen trauma-informed classroom management, as evidenced by improved student performance data, reduced discipline incidents, and increased student engagement.
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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)

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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	Overarching Need 1, Action Step 3 (Continuing): The district will support the effective use of technology through continued professional learning opportunities provided during the summer for instructional staff. This professional learning will focus on blended learning strategies and the effective use of available technology resources to enhance instruction and maximize student learning. Training will equip educators with the skills to integrate digital tools into daily instruction to support engagement, differentiation, and academic achievement. The intended outcome is to improve student learning outcomes and engagement, as evidenced by increased effective technology integration in classroom instruction and improved student performance data.
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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	NA
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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.	The LEA engages in ongoing consultation with stakeholders and community-based partners through multiple methods, including the district website, surveys, and regularly scheduled meetings. Stakeholder engagement occurs on a monthly and annual basis, during which district leaders share updates on Title IV, Part A supported activities, including implementation progress, interventions, and outcomes. Feedback is collected from stakeholders to inform continuous improvement efforts. This systematic progress monitoring process allows the LEA to evaluate the effectiveness of activities, make data-informed adjustments, and ensure that programs are responsive to the needs of students and the community.
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