# Comprehensive Needs Assessment
# 2025 - 2026 District Report

## Ben Hill County

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Team Members

| Program | Position/Role | Name |
|---|---|---|
| Multiple Program(s) | Superintendent/Assistant Superintendent | Stephen Harden |
| Multiple Program(s) | Federal Programs Director | Jaquetta Brown |
| Multiple Program(s) | Curriculum Director | Laken Rodgers |
| Multiple Program(s) | School Leader (#1) | Benja Luke |
| Multiple Program(s) | School Leader (#2) | John Gamble |
| Multiple Program(s) | Teacher Representative (#1) | Brandi Petire |
| Multiple Program(s) | Teacher Representative (#2) | Cassandra Wynn |
| McKinney-Vento Homeless | Homeless Liaison | Kim Minshew |
| Neglected and Delinquent | N&D Coordinator | N/A |
| Rural | REAP Coordinator | Jaquetta Brown |
| Special Education | Special Education Director | none |
| Title I, Part A | Title I, Part A Director | Jaquetta Brown |
| Title I, Part A | Family Engagement Coordinator | Jenny McCranie |
| Title I, Part A - Foster Care | Foster Care Point of Contact | Jaquetta Brown |
| Title II, Part A | Title II, Part A Coordinator | Jaquetta Brown |
| Title III | Title III Director | Jaquetta Brown |
| Title IV, Part A | Title IV, Part A Director | Jaquetta Brown |
| Title I, Part C | Migrant Coordinator | Jaquetta Brown |

Recommended and Additional Team Members

| Program | Position/Role | Name |
|---|---|---|
| Multiple Program(s) | Assistant Superintendent | NA |
| Multiple Program(s) | Testing Director | Lisa Stone |
| Multiple Program(s) | Finance Director | Natalie King |
| Multiple Program(s) | Other Federal Programs Coordinators | |
| Multiple Program(s) | CTAE Coordinator | Kristy Henderson |

Recommended and Additional Team Members

| Program | Position/Role | Name |
|---|---|---|
| Multiple Program(s) | Student Support Personnel | |
| Multiple Program(s) | Principal Representatives | Christy Jacobs |
| Multiple Program(s) | High School Counselor / Academic Counselor | Brooke Jerrnigan |
| Multiple Program(s) | Early Childhood or Head Start Coordinator | Jaquetta Brown |
| Multiple Program(s) | Teacher Representatives | Margaret Byrd, Deborah Brown, Dena Windom, Stacey Powell, Richard Mathis |
| Multiple Program(s) | ESOL Teacher | Lisa Hogan |
| Multiple Program(s) | Local School Governance Team Representative (Charter Systems only) | Kenyatta Thorpe, Hope Harmon, Amy Shiver, Eric Lewis |
| Multiple Program(s) | ESOL Coordinator | NA |
| 21st CCLC | 21st CCLC Program Director | Jaquetta Brown |
| 21st CCLC | 21st CCLC Site Coordinator or Data Specialist | NA |
| Migrant | Preschool Teacher | NA |
| Special Education | Student Success Coach (SSIP) | NA |
| Title II, Part A | Human Resources Director | |
| Title II, Part A | Principal Supervisors | |
| Title II, Part A | Professional Learning Coordinators | Laken Rodgers |
| Title II, Part A | Bilingual Parent Liaisons | Nora Roldan |
| Title II, Part A | Professional Organizations | NA |
| Title II, Part A | Civil Rights Organizations | NA |
| Title II, Part A | Board of Education Members | Jeremy Cox, Shirley Brooks, Andy Johnson, Theresa Davis, David Garrison, Tyler Clemons, Austin Futch |
| Title II, Part A | Local Elected/Government Officials | Kevin Johnson, Leslie Clemons, Hal Wiley, Melinda Stembridge |
| Title II, Part A | The General Public | Celenese Floyd |
| Title III | Refugee Support Service Staff | NA |
| Title III | Community Adult ESOL Providers | Arbor Baptist Church |
| Title III | Representatives from Businesses Employing Non-English Speakers | Gabriel Zuniga |
| Title IV, Part A | Media Specialists/Librarians | Alanna Cowart |
| Title IV, Part A | Technology Experts | Matt Smith, Brandelyn House |
| Title IV, Part A | Faith-Based Community Leaders | Bennie Calloway, Leo Galarza, Lloyd Stembridge |

# 1. PLANNING AND PREPARATION

## 1.2 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. Watch the Planning and Preparation webinar for additional information and guidance.

Required Stakeholders

| Program | Position/Role | Name |
|---|---|---|
| Multiple Program(s) | Students (8th - 12th grade) | Marco Allamilla, Amy Brown, Brie Henderson, Weston House |
| Multiple Program(s) | Private School Officials | NA |
| Migrant | Out-of-School Youth and/or Drop-outs | Norma Araneli Valdovinos, Kimberly Castro, and Crispin Avalos |
| Title I, Part A | Parent Representatives of Title I Students | Luan Valencia-Doctor, |
| Title I, Part A - Foster Care | Local DFCS Contacts | Rachel Fuller |
| Title II, Part A | Principals | John Gamble, Michael Heitzman, Christy Jacobs, Benja Luke |
| Title II, Part A | Teachers | Abby Holt, Sandy Anderson, Ashley Faircloth, DeeDee Braddy |
| Title II, Part A | Paraprofessionals | Marissa Holton, Shelby Reese, Nikki Newcomb, Candy Lokey |
| Title II, Part A | Specialized Instructional Support Personnel | Laken Rodgers, Melissa Rathburn, Ashley Faircloth |
| Title II, Part A | Other Organizations or Partners with relevant and demonstrated expertise | Deannia Clements (Wiregrass Technical) |
| Title III, Part A | Parents of English Learners | Margarita Nunez |

Recommended and Additional Stakeholders

| Program | Position/Role | Name |
|---|---|---|
| Multiple Program(s) | RESA Personnel | Regina Purvis, Jessie Russell, Dane Heard |
| Multiple Program(s) | Technical, College, or University Personnel | Deannia Clements (Wiregrass Technical) |
| Multiple Program(s) | Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members | Kenyatta Thorpe, Jessica Griner, Stan Bryant, |
| 21st CCLC | 21st CCLC Advisory Council Members | NA |

Recommended and Additional Stakeholders

| Program | Position/Role | Name |
|---|---|---|
| Migrant | Local Head Start Representatives (regular and/or migrant Head Start agencies) | Kamiah B. Hill |
| Migrant | Migrant PAC Members | Pragedis Nunez |
| Migrant | Local Farmer, Grower, or Employer | Beth McIntyre |
| Migrant | Family Connection Representatives | Becky Gay (Communities In Schools) |
| Migrant | Local Migrant Workers or Migrant Community Leaders | Nora Roland |
| Migrant | Farm Worker Health Personnel | NA |
| Migrant | Food Bank Representatives | NA |
| Migrant | Boys and Girls Club Representatives | NA |
| Migrant | Local Health Department Representatives | Layne Harrell |
| Migrant | ABAC MEP Consortium Staff | NA |
| Migrant | Migrant High School Equivalence Program / GED Representatives | NA |
| Migrant | College Assistance Migrant Programs | NA |
| Neglected and Delinquent | Residential Facility(ies) Director(s) | NA |
| Special Education | Parents of a Student with Disabilities | Dameon Carver, Hope Harmon, Jackie Holley, Reuben Lewis |
| Special Education | Parent Mentors | Trisha Griffin |
| Title II, Part A | School Council Members | NA |

| | |
|---|---|
| How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives? | The team used administrator and team recommendations. We live in a small rural community where almost everybody knows everybody and we were able to select our members based on our knowledge of their work in the community, schools and workforce, etc. |

| | |
|---|---|
| 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? | We will share the information with all stakeholders once reviewed and completed. Stakeholders will have several days to review information and provide input. Our CNA/CLIP is then placed on our website, sent via email, and made available at the BOE. We use our automated system to send phone calls, texts, and emails to not only team members, but all stakeholders seeking input. The same information will be placed on our Facebook page. For those in our community that do not have internet access, a hard copy of the CNA/CLIP is made available at our BOE in order to give everyone the opportunity to provide input. |

# 2. DATA COLLECTION ANALYSIS

## 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). See the Coherent Instructional System webinar for additional information and guidance.

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 capcity 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 |
| 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. | 1.9 |
| 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. | 2.1 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.<br> | |

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. | 2.05 |
| 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. | 2.08 |
| 4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. | 1.99 |
| 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. | 2.01 |
| 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. | 2.02 |
| 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. | 2.05 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.<br> | |

# 2. DATA COLLECTION ANALYSIS

## 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). See the Effective Leadership webinar for additional information and guidance.

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, buy 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 |
| 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. | 2.2 |
| 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. | 1.9 |

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. | 2.1 |
| 5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | 1.9 |
| 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. | 1.9 |
| 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. | 2.6 |
| 8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | 2.1 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.<br> | |

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. | 2.22 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.<br> | |

# 2. DATA COLLECTION ANALYSIS

## 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). See the Professional Capacity webinar for additional information and guidance.

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. | 2.1 |
| 5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | 1.9 |
| 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. | 1.9 |
| 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. | 2.6 |
| 8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | 2.1 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.<br> | |

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. | 2.15 |
| 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. | 2.22 |
| 10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | 2.11 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.<br> | |

# 2. DATA COLLECTION ANALYSIS

## 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). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

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. | |

Family and Community Engagement Data

| 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. | |

| 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. | 2.2 |
| 8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | 2.1 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.<br> | |

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. | 2.11 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.<br> | |

# 2. DATA COLLECTION ANALYSIS

## 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). See the Supportive Learning Environment webinar for additional information and guidance.

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 |
| 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. | 2.2 |
| 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. | 1.9 |
| 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. | 2.1 |
| 5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | 1.9 |
| 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. | 1.9 |
| 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. | 2.6 |
| 8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | 2.1 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.<br> | |

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. | 2.15 |
| 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. | 2.05 |
| 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. | 2.08 |
| 4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. | 1.99 |
| 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. | 2.01 |
| 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. | 2.02 |
| 7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | 2.19 |
| 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. | 2.05 |
| 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. | 2.22 |
| 10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | 2.11 |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.<br> | |

# 2. DATA COLLECTION ANALYSIS

## 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).

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| 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] | Climate and Culture Teacher Survey<br>Climate and Culture Student Survey<br>Parent Survey |

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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?") | Based on Ben Hill County School System Climate and Culture Survey data ending on April 1, 2025, shows that student, teacher, and staff response rate was high at 71% and above, while the family response rate was low at 26.9%. Student responses closely match the demographics of our system, with the lowest response level at grade 12 followed by grade 5.<br>School survey data indicates that families feel well-informed about school happenings and confident in seeking support from school personnel. Communication with the school is generally prompt, with most responses occurring within the same or next day. Parents also report feeling that their children are safe and respected at school. Although the school offers weekly assistance to students, parental visits to the school are infrequent, usually limited to one or two per year.<br>Staff survey data indicates that leaders are supportive, responsive to concerns, and easy to communicate with. New initiatives are manageable, and school priorities and improvement plans are clear, leading to meaningful and productive staff meetings. While staff generally enjoy their jobs and are satisfied, many also report feeling overwhelmed and stressed. Regarding professional learning, about 65% of staff found it helpful and aligned with the school improvement plan, but a significant portion (25-35%) did not provide feedback in this area, suggesting some uncertainty. Staff input on professional learning is not commonly sought. Community support is recognized and valued. Finally, staff feel safe and prepared for emergencies, and the school environment is perceived as clean, organized, and well-maintained.<br>Teacher survey data highlights that leaders are accessible, supportive, and responsive to concerns, and they facilitate meaningful staff meetings that incorporate teacher input into decision-making. While new initiatives are generally manageable and school improvement priorities are clear, teachers are highly committed to improving student achievement and promoting positive student behavior. Although teachers express job satisfaction and enjoy their daily work, many also |

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| | report feeling overwhelmed and stressed. Time is allocated for both collaborative and individual planning and instruction. Teachers consistently contact families at least once or twice a month. While teacher input on professional learning selection is rare, the professional development offered fosters valuable dialogue and supports instructional practices and professional growth. Collaborative meetings are effective, enabling teachers to make instructional decisions and analyze student data monthly. Teachers feel comfortable contacting parents, noting that families are interested in their child's learning, though parental responses can be inconsistent. Teachers feel somewhat valued by families. Community support is recognized and appreciated. Finally, teachers feel safe and prepared for emergencies, and the school environment is perceived as clean, organized, and well-maintained. Cell phone use is not a significant issue.<br>Elementary school students report enjoying their daily learning experiences, attributing this in part to teachers who help them set weekly goals and provide consistent performance feedback. Teachers also ensure daily understanding of tasks and offer examples for independent work. While students largely feel respected and cared for by adults, only a select few adults are perceived as easy to approach. Regarding safety, students feel somewhat safe in hallways, on the playground, and in restrooms, but safer within classrooms. Bus safety, however, shows no clear consensus, with student responses equally spread across all safety levels. Students are knowledgeable about emergency protocols. They express strong pride in the school's and classrooms' cleanliness, organization, and overall appearance. Adults are available to support new, sad, or bullied students, though bullying is frequently reported as a major concern at this level.<br><br>According to middle school student surveys, teachers' impact on learning varies, with a smaller number making learning interesting. Most teachers create conducive learning environments, and some aid students in goal setting. Students feel comfortable expressing themselves with certain teachers. While most teachers ensure students understand instructions, feedback on the quality of student work is less consistent. Some teachers explain new topics clearly, and most provide quality examples before assignments. Students are given sufficient time to practice new skills. Teachers offer positive affirmations about student performance at various points throughout the month. When students seek feedback, they find it somewhat helpful. Students widely perceive most adults at the school as caring and respectful, though they only feel comfortable confiding in a few specific adults.<br>When it comes to wellness services, students find them easy to access and are satisfied with the support received. Additionally, their enrolled classes tend to align reasonably well with their interests.<br>However, the survey highlights several significant concerns. Bullying, gangs, substance abuse, vaping, and student self-harm appear to be prevalent issues among middle school students. Despite these challenges, over half of the students report not feeling sad very often, although stress is a common experience.<br>The primary reasons for student absenteeism are illness, followed by doctor appointments and bad weather. Disturbingly, the top three reasons cited for student self-harm are problems with friends, family issues, and bullying. Similarly, attempts of suicide are also linked to |

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|---|---|
| | family reasons and bullying. On a positive note, students do not seem to have a significant problem with alcohol consumption, cigarette smoking, or the use of tobacco products.<br><br>According to high school student feedback, a limited number of teachers significantly impact learning and pique student interest. While some teachers foster a learning-conducive environment and help with goal-setting, the frequency of classroom discussions aimed at improving learning is low, despite common group discussions. Teachers are respectful, and students feel at ease sharing their thoughts and opinions with certain educators. However, consistency in teacher clarity, feedback, and student-staff relationships is lacking. This is further highlighted by a higher percentage of students reporting that only a few adults seem to care, with some choosing not to respond to these specific areas. Regarding wellness services, students find them easy to access and appreciate that course offerings align with career goals. While bullying isn't a significant issue, substance abuse, vaping, and self-harm are reported as somewhat problematic.<br>The primary reasons for student absenteeism are illness, followed by doctor appointments and bad weather. The leading causes for student self-harm are family reasons and concerns about grades/performance. Disturbingly, suicide attempts are also linked to family issues and peer problems. On a positive note, the majority of students do not report issues with alcohol consumption, cigarette smoking, tobacco use, or other specified drug use. |

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| 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) | Climate surveys |

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|---|---|
| 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?”) | Our data shows increases in some areas and decreases in others. We are continuing to implement effective PLCs and have a sound GaMTSS process. Sometimes with change, there may be a slight decrease before one sees the increase. |

| What achievement data did you use? | Milestones: EOC and EOG<br>Acadience (K-5) |
|---|---|

| What does your achievement data tell you? | Acadience assessment results indicate a positive trend in student growth at certain grade levels, while other grade levels continue to highlight the need for targeted improvement in foundational skills instruction. Although State Milestone test scores experienced a decline over several years, recent data reflects an upward trend in overall student content mastery. In response, we have implemented a range of strategic supports aimed at improving performance, and we remain optimistic about continued progress on the 2024-2025 Milestone results. Ongoing data analysis will guide further instructional adjustments to support continued growth and achievement. |
|---|---|

***Kindergarten***
**Acadience-Composite Scores**

| Year | BOY | | MOY | | EOY | |
|---|---|---|---|---|---|---|
| | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark |
| 2024-2025 | 53% | 47% | 57% | 43% (-4) | 48% | 52% (+5) |
| 2023-2024 | 40% | 60% | 42% | 58% (-2) | 40% | 60% |
| 2022-2023 | 45% | 65% | 52% | 48% (-17) | 60% | 40% (-25) |
| 2021-2022 | 38% | 62% | 62% | 38% (-24) | 67% | 33% (-29) |

***First Grade***
**Acadience-Composite Scores**

| Year | BOY | | MOY | | EOY | |
|---|---|---|---|---|---|---|
| | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark |
| 2024-2025 | 43% | 57% | 60% | 40% (-17) | 59% | 41% (-16) |
| 2023-2024 | 52% | 48% | 58% | 42% (-6) | 57% | 43% (-5) |
| 2022-2023 | 50% | 50% | 62% | 38% (-12) | 59% | 41% (-9) |
| 2021-2022 | 42% | 58% | 61% | 39% (-19) | 51% | 49% (-9) |

***Second Grade***
**Acadience-Composite Score**

| Year | BOY | | MOY | | EOY | |
|---|---|---|---|---|---|---|
| | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark |
| 2024-2025 | 43% | 57% | 50% | 50% (-7) | 51% | 49% (-8) |
| 2023-2024 | 40% | 60% | 45% | 55% (-5) | 44% | 56% (-4) |
| 2022-2023 | 32% | 68% | 37% | 63% (-5) | 48% | 52% (-16) |
| 2021-2022 | 30% | 70% | 44% | 56% (-14) | 48% | 52% (-18) |

| | |
|---|---|

***Third Grade***
**Acadience-Composite Scores**

| Year | BOY | | MOY | | EOY | |
|---|---|---|---|---|---|---|
| | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark |
| 2024-2025 | 35% | 65% | 43% | 57% (-8) | 42% | 58% (-7) |
| 2023-2024 | 36% | 64% | 42% | 58% (-6) | 39% | 61% (-3) |
| 2022-2023 | 44% | 56% | 56% | 44% (-12) | 45% | 55% (-1) |
| 2021-2022 | 42% | 58% | 58% | 42% (-16) | 60% | 40% (-18) |

***Fourth Grade***
**Acadience-Composite Scores**

| Year | BOY | | MOY | | EOY | |
|---|---|---|---|---|---|---|
| | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark |
| 2024-2025 | 35% | 65% | 43% | 57% (-8) | 45% | 55% (-10) |
| 2023-2024 | 46% | 54% | 49% | 51% (-3) | 37% | 63% (+9) |

***Fifth Grade***
**Acadience-Composite Scores**

| Year | BOY | | MOY | | EOY | |
|---|---|---|---|---|---|---|
| | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark | Below/Well Below Benchmark | On/Well Above Benchmark |
| 2024-2025 | 50% | 50% | 49% | 51% (+1) | 50% | 50% |
| 2023-2024 | 75% | 25% | 61% | 39% (+14) | 54% | 46% (+21) |

Content Mastery 2016-2024

| School | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY | 2020 SY | 2021 SY | 2022 SY | 2023 SY | 2024 SY |
|---|---|---|---|---|---|---|---|---|---|---|
| BHES | 60.9 | 56.9 | 56.3 | 43.9 | 48.4 | | 38.7 | 49 | 56 | 61 |
| BHMS | 53.6 | 55 | 51.4 | 54.7 | 49.6 | | 37 | 39.3 | 44.8 | 52 |
| FHSCCA | 44.9 | 49.8 | 52.2 | 47.7 | 47.2 | | 48.2 | 50.1 | 57 | 57 |

| What demographic data did you use? | Georgia Milestones |
|---|---|

| What does the demographic data tell you? | Key Growth Areas:<br>● ELA (Grades 6-8, ELL Students): Demonstrated the strongest growth with a 16-point increase in proficiency from 10% in 2021-22 to 26% in 2023-24.<br>● Math (Grades 3-5, Black Students): Showed the most significant improvement in math, increasing 23 percentage points—from 15% to 38% proficiency over three years.<br><br>Areas of Concern:<br>● American Literature and Composition (ALC): Results have been stagnant or declining across most subgroups, indicated a need for |
|---|---|

targeted instruction support and intervention.

- Students with Disabilities (Sped): Showed minimal gains across both ELA and Math, with some grades displaying zero or limited progress over the three-year period.
- Hispanic Students (Grades 3-5, ELA): Experienced a notable drop in proficiency—from 43% in 2022-23 to 28% in 2023-24, reversing earlier gains.

ELA Achievement by Subgroup

| | | % Proficient + Distinguished | | |
|---|---|---|---|---|
| Grade | Race | 21-22 | 22-23 | 23-24 |
| 3-5 | Black | 11% | 19% | 25% |
| 3-5 | Hispanic | 34% | 43% | 28% |
| 3-5 | White | 34% | 35% | 41% |
| 3-5 | Sped | 2% | 3% | 6% |
| 3-5 | ELL | 33% | 46% | 40% |

| | | % Proficient + Distinguished | | |
|---|---|---|---|---|
| Grade | Race | 21-22 | 22-23 | 23-24 |
| 6-8 | Black | 11% | 10% | 16% |
| 6-8 | Hispanic | 25% | 34% | 35% |
| 6-8 | White | 28% | 33% | 41% |
| 6-8 | Sped | 0% | 3% | 5% |
| 6-8 | ELL | 10% | 23% | 26% |

| | | % Proficient + Distinguished | | |
|---|---|---|---|---|
| Grade | Race | 21-22 | 22-23 | 23-24 |
| ALC | Black | 15% | 13% | 15% |
| ALC | Hispanic | 29% | 39% | 29% |
| ALC | White | 37% | 43% | 33% |
| ALC | Sped | 0% | 7% | 0% |
| ALC | ELL | N/A | N/A | N/A |

Math Achievement by Race

| | | % Proficient + Distinguished | | |
|---|---|---|---|---|
| Grade | Race | 21-22 | 22-23 | 23-24 |
| 3-5 | Black | 15% | 27% | 38% |
| 3-5 | Hispanic | 35% | 46% | 45% |
| 3-5 | White | 41% | 54% | 58% |
| 3-5 | Sped | 10% | 11% | 14% |
| 3-5 | ELL | 40% | 50% | 40% |

| | | % Proficient + Distinguished | | |
|---|---|---|---|---|
| Grade | Race | 21-22 | 22-23 | 23-24 |
| 6-8 | Black | 6% | 9% | 12% |
| 6-8 | Hispanic | 23% | 24% | 34% |
| 6-8 | White | 22% | 28% | 44% |
| 6-8 | Sped | 2% | 3% | 3% |
| 6-8 | ELL | 16% | 14% | 24% |

| | | % Proficient + Distinguished | | |
|---|---|---|---|---|
| Grade | Race | 21-22 | 22-23 | 23-24 |
| ALG | Black | 8% | 8% | 17% |
| ALG | Hispanic | 22% | 43% | 43% |
| ALG | White | 20% | 34% | 41% |
| ALG | Sped | 6% | 0% | 10% |
| ALG | ELL | N/A | N/A | N/A |

# 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.1 Strengths and Challenges Based on Trends and Patterns

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 3.2. Watch the Identifying Need webinar for additional information and guidance.

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? | BHCS plans on transferring 100% of its Title II and Title IV funds to Title V. Then Title V, Title I and Title III funds are consolidated into fund 150. BHCS continues the implementation of Professional Learning Communities (PLC) in all schools. The PLC concepts and principles are utilized to plan for instruction in a collaborative culture. We will continue to review and revise curriculum along with the GaMTSS process. We are continually refining schedules to better meet the needs of all students. We will also continue to utilize research-based progress monitoring in order to provide effective interventions for all students. Extensive professional development is provided in collaborative common assessments, grading and effective Tier I instruction.<br>In FY 24, Ben Hill County Schools implemented a new reading curriculum calledInto Reading, which has helped support improved student literacy outcomes. We will continue to work on improving literacy K-12, so in FY 26, we will continue refining theInto Readingprogram to enhance student growth. In FY 25, we extendedInto Reading(K-5) withInto Literaturefor grades 6-8. Also, Into Math curriculum began in FY25, which will continue. |

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| 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? | Ben Hill County Schools has been in transition this year with a superintendent. The former superintendent retired in mid October and we began with an interim superintendent, who is familiar with our county. The Interim Superintendent has been employed with the system for over 35 years. Once the superintendent position opened for applicants, the Interim applied and was selected as sole candidate and then Superintendent of Ben Hill County Schools. Having a familiarization of system finances and curriculum and instruction, he has been able to have a keen eye on the budgetary items and process for proper instruction with the help of the system leadership team.<br>The implementation of PLCs and effective GaMTSS is continuing to transform our system to better meet the needs of our diverse group of students. The PLC process is being embedded in schools by principals, instructional coaches, and MTSS coordinators through job embedded professional development. Continued professional development will be offered in the area of literacy and math. Principals |

Strengths and Challenges Based on Trends and Patterns

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| | and Assistant Principals are provided professional learning based on their professional learning goals and district initiatives. In FY26, the district will continue the student learning support systems and provide leadership opportunities to better train leaders within the system to assure a proper instructional process for students. |

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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? | PLCs will utilize the strengths of all teachers and help to enhance and develop teacher leaders. In rural south Georgia, it is very difficult to attract and retain teachers. BHCS is a small district. Although we are unable to offer the local supplements that larger, more affluent districts offer, we have been able to offer a sign-on bonus for high needs areas and will continue to offer a 1% match benefit package to interested employees.<br>Through the Rural Para to Teacher grant offered by the Georgia DOE, we are able to provide financial support to classified staff as they pursue their post secondary degree in education. This assists us in developing new teachers from within our own community. |

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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? | The district still experiences a lack of participation in parent workshops which are designed to assist parents with their child's academic and social development. The level of parent participation is good when the district offers activities that involve student participation such as PTO meetings, family fun nights, etc. Parents often do not take advantage of the workshops offered by the school district. Since it has been noticed that parents will participate more in the fun night events, schools will begin to include parent informational sessions during the fun nights as an inclusive opportunity to provide more awareness to parents.<br>The local community is rural and is composed of a large percentage of citizens who are under educated with only a small minority of parents having college or post graduate degrees. BHCS has excellent local business support. Each school has business partners that fully support their schools. Larger businesses, banks and civic organizations have donated to the REACH scholarship and FLEX program. One of the goals of the Ben Hill County School District's strategic plan is to strengthen communication efforts with parents in an effort to increase parent involvement with their child's education. Parent meetings are offered at each school, board meetings are live streamed and parent meetings are live streamed or videotaped. The district will continue to support a Parental Public Relations Specialist to provide enhanced communication to the community and to parents via face to face meetings/forums, social media, radio spots, newspaper articles, etc. The system has begun student led parent conferences, and this has shown a growth in parent participation, as students are allowed to share their progress. |

Strengths and Challenges Based on Trends and Patterns

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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? | Upon reviewing the data and information obtained, it is evident that there are areas to celebrate and areas where improvement is needed. A concerted effort to implement effective Professional Learning Communities (PLCs) and enhance the MTSS process system-wide has been underway since the start of the FY25 school year. This initiative will remain a key component of our strategic plan and school improvement plans.<br>Providing effective Tier I instruction will continue into FY26. We will remain committed to supporting the needs of students, teachers, and leaders at the district level. This support has had a positive impact on teachers, parents, and students alike.<br>Our focus will continue to include revising the prioritized curriculum, delivering high-quality professional development, and refining instructional practices. We will also address the unique needs of our gifted and talented students by providing rigorous and enriching educational experiences to support their continued growth.<br>To increase academic rigor, we will expand professional development. We will also continue to offer STEAM classes, Computer Science, AP courses, and dual enrollment opportunities. Additionally, we aim to increase the number of gifted-certified teachers, ESOL-endorsed teachers, and LETRS trained teachers system-wide. |

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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? | Living in a rural area, funding and poverty seems to be a trend that the team has seen throughout this section of the report. The team has recognized the need for continued quality research-based professional learning for BHCS staff. We must be willing and able to fund opportunities for staff to expound on their professional ability, if we are to meet the goals of our strategic plan, which is based largely on student growth and achievement. The implementation and refinement of professional learning communities will help continue to meet the individual needs of our students. Additional funding is necessary to offer incentives to attract quality teachers to our community. There are external factors such as lack of business/industry and poverty that we cannot control as a system, therefore, we must use all resources available to provide the best opportunities possible for our students.<br>In FY 26, Ben Hill County Schools will continue to participate in Consolidation of Funds and consolidate funds according to the consolidation guidelines. This will be beneficial in allowing flexibility with funds, which will assist us in reaching our goals and meeting the needs of students and staff. |

Strengths and Challenges Based on Trends and Patterns

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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? | The Acadience data has demonstrated growth since the implementation of the new literacy curriculum. We have also seen some increases in achievement data on the Milestones over the past two years. However, improvement is still needed needed. We will continue to discuss effective research-based instructional strategies during PLCs, provide professional learning, and differentiate instruction to meet the needs of all students. |

IDEA - Special Education

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| 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. Watch the Identifying Need webinar for additional information and guidance. |

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| Strengths | Ben Hill Preschool Strengths:<br>The Ben Hill Preschool Special Education department is defined by our deep compassion for students. We hold high expectations, believing wholeheartedly in each child's potential, and our team is dedicated to nurturing growth and celebrating every step of progress.<br>Ben Hill Primary School Strengths<br>At BHPS, the strengths that we have is consistency among general education and special education teachers. Both are working towards one common goal, to educate our future leaders of America. Both general education and special education teachers collaborate to discuss and plan for the needs of our SPED population. It's like what was stated in one of our faculty meetings. The general education teacher is a master of the curriculum standards and the special education teacher is the master of creating new ways of accessing those curriculum standards for a population that does not learn in the same manner.<br>Ben Hill Elementary School Strengths:<br>● Having SPED leads who have recently come out of the classroom has been a major asset. Their firsthand experience has improved awareness and support for SPED teachers and case managers.<br><br>● The new SPED manual has offered substantial guidance and clarity throughout the year.<br><br>● BHE's commitment to progress monitoring checks has significantly improved the quality and consistency of progress tracking.<br><br>● Having a principal with a SPED background has been a game changer, offering critical insight and much-needed support to the department. |

IDEA - Special Education

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| 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. Watch the Identifying Need webinar for additional information and guidance. |

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| | Ben Hill Middle School Strengths:<br>The Staff...At Ben Hill Middle, our special education team—comprising dedicated educators and paraprofessionals—is exceptionally experienced. Every member boasts at least a decade of experience, with many bringing 20 years or more to their roles. Additionally, a significant number hold advanced degrees in various areas, including content knowledge, special education, and leadership.<br>Co-teaching...We are committed to placing students in the Least Restrictive Environment (LRE), a principle we strongly believe in. We've found this is where our students thrive and make the quickest progress. We always strive for this whenever possible. To ensure effective instruction, we aim to keep co-teaching pairs together, fostering the strong partnerships needed for successful teamwork. This commitment to LRE and effective co-teaching is a continuous process of refinement and improvement.<br>Transition...We facilitate successful transitions by meeting with all rising 6th-grade students with disabilities prior to the school year. During these sessions, we update their IEPs to address current needs and inform both students and parents about what to expect. For our 8th-grade students, we arrange opportunities for them and their parents to meet with high school staff, helping to clarify expectations and smooth their transition to high school.<br><br>Fitzgerald High School College & Career Academy Strengths: The Special Education Department at Fitzgerald High School College and Career Academy (FHSCCA) demonstrates several key strengths that support the success of students with disabilities. Teachers collaborate effectively with both special education and general education colleagues to ensure students receive appropriate academic and behavioral support. Staff members are deeply committed to their students' overall well-being, consistently seeking ways to meet individual needs both at school and at home. |

IDEA - Special Education

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| 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. Watch the Identifying Need webinar for additional information and guidance. |

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| Challenges | Ben Hill Preschool Challenges:<br>Our Special Education department faces considerable hurdles, including managing heavy caseloads, ensuring consistent interventions, delivering meaningful inclusion, completing assessments, and fostering clear communication. Despite a dedicated team of one teacher and two assistants per classroom, the diverse needs of our students can be overwhelming, impacting both staff and student welfare. It's particularly challenging to provide crucial interventions for Pre-K students when staffing is limited and documentation creates an additional burden for some educators.<br>Effective inclusion is difficult to achieve when there isn't universal investment or adequate training among staff. The time required for documentation and assessments is also restricted due to increased workloads.<br>Lastly, communication across the school needs significant improvement. We often feel like three separate schools operating within one building, lacking collaboration and unity. This fragmentation hinders progress and can significantly lower morale.<br>Ben Hill Primary School Challenges:<br>As a district, I think many of the challenges are just not having the specific resources within our community to meet the needs of some of our students who learn differently. We don't have outside resources to necessarily bring into the school systems to work in combination with our counselors and other staff. Many families are at a loss for resources when it comes to understanding their child's differences and faucets of learning.<br>Ben Hill Elementary School Challenges:<br>● The lack of regular meetings between SPED leads and the Board of Education has created a disconnect between the central office and individual schools.<br><br>● Some timeline expectations have been difficult for SPED teachers to meet, leading to increased stress and workload.<br><br>● End-of-year testing has been particularly challenging due to a surge in new eligibility determinations. A proposed solution is to establish a cut-off date for MTSS referrals in the spring.<br><br>● New SPED teachers would greatly benefit from a mentoring program specifically tailored to special education, particularly with a focus on mastering the paperwork and compliance requirements.<br><br>Ben Hill Middle School Challenges: |

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. Watch the Identifying Need webinar for additional information and guidance. |
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| | The Staff...We're observing a consistent increase in our special education student population, placing a growing strain on our current staff and resources. Classrooms that once typically had 3 to 5 students with disabilities now often include 7 to 8, and occasionally even 10 to 12. Our educators are working harder than ever to meet these rising demands without additional support.<br>Specifically Designed Instruction...We're enhancing our approach to instruction, tailoring it more precisely to each student's needs. To this end, I've asked that special educators no longer be assigned homeroom classes next year. This change aims to provide them with the flexibility to pull students into small, focused groups, directly addressing their specific needs and IEP goals. While this is still a work in progress, the improvements we've made this year have already resulted in substantially better test scores, and I'm confident we can further build on this success.<br>Behavioral Supports...Students with disabilities often face difficulties with executive functioning and potentially unresolved trauma, which can manifest as challenges in following rules, respecting social norms, and understanding consequences. These struggles frequently lead to excessive removals from their educational setting, causing them to fall further behind. While we've strengthened our process for conducting Functional Behavior Assessments (FBAs) and creating Behavior Intervention Plans (BIPs), we recognize that more work is needed in this area.<br><br>Fitzgerald High School College & Career Academy Challenges:<br>Despite these strengths, several areas for growth have been identified. Progress monitoring practices are inconsistent, with varying approaches to data collection procedures. This has been addressed as a department; a schedule and an array of progress monitoring platforms were given to the teachers to use to help collect data to make data-driven instructional decisions. However, this still remains an area of growth for the department. The department would benefit from greater consistency and clarity in the implementation of special education protocols related to paperwork and documentation. Current procedures lack uniformity, which may result in inefficiencies and compliance concerns. Also, there is a need for a more structured system to support the consistent and accurate implementation of special education practices. This includes training on specific platforms such as GO-IEP, with onboarding for new staff and refresher sessions for returning teachers. Addressing these challenges through clearly defined expectations, ongoing coaching, and comprehensive training will help ensure the department operates with fidelity, efficiency, and a continued focus on student success. |

IDEA - Special Education

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| 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. Watch the Identifying Need webinar for additional information and guidance. |

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Title I - Part A - Improving Academic Achievement of Disadvantaged

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| Strengths | -BHCS plans on transferring 100% of Title II and Title IV funds.<br>-Instructional Coaches, GaMTSS coordinators and instructional technology coaches in all schools<br>-Continue Implementation of PLCs<br>-Continue to offer LETRS training<br><br>-Continuing the practice of using common assessments and uniform grading practices<br>--Flexible scheduling to include enrichment and remediation for all students<br>-Continue STEM and STEAM classrooms<br>-Continuing to provide 1 to 1 devices at all schools<br>-Continue the 3-year old classes, at a weekly cost beginning FY 26, to improve early learning experiences for our community. CAPS (Childcare and Parent Services) qualification allowed.<br>-Opening of an additional health based clinic within the school system (we will have 2 clinics offering medical and mental health support to staff, students, and families) |

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| Challenges | -Students entering school unprepared (no early learning or PreK experience)<br>-Students performing well below grade level<br>-Providing and having enough time in the day to teach required standards then having to go back to provide instruction in deficit standards<br>-Basic human needs of students not being met outside of school<br>-Poor vocabulary of students<br>-Lack of access to digital resources and wireless access points<br>-Teachers' lack of understanding of the needs of economically disadvantaged and culturally diverse students<br>-Student attendance and tardies at all schools<br>-Lack of resources to provide needed mental health for students<br>-Lack of funding to provide all the needed intervention services required by our population |

Title I, Part A - Foster Care

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| Strengths | -Foster care transportation plan<br>-Having system school social worker and school counselors who can identify and support students placed in the foster care program<br>-Adults who care, go the extra mile and make sure these students are provided with what they need<br>-Having a behavioral interventionist specialist at all schools.<br>-We will have a director responsible for student equity to ensure all students receive equitable services within the district |

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| Challenges | -Communication with DFCS (inconsistent follow-up by the agency) Schools need to know who is in Foster Care and/or who was in care and back with the parent(s). It would be helpful to have paperwork showing the date of placement and the termination of placement.<br>-Support from DFCS is limited due to their high case loads and their limited resources (limited in person contact at schools)<br>-Not having a full time behavioral interventionist for grades 6-8 |

Title I, Part A - Parent and Family Engagement

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| Strengths | ● -Parent involvement policy/plans for school and district<br>● -Weekly notification to parents<br>● -Parent and student access through our infinite campus parent portal<br>● -Live streaming of BOE meetings and parent meetings/events<br>● -School, community, and business coordinated virtual calendar with daily reminders of events taking place within the schools and community<br>● -Live streaming and recordings of parent meetings for those who can't attend or prefer virtual<br>● -Local district and school Facebook pages<br>● -System website<br>● -Local radio station<br>● -The local news paper (The Herald Leader)<br>● -Communication in students' native language<br>● Communication methods through social media, Class Dojo, website and infinite campus to get the information to parents<br>● Events are being held at all schools in a variety of ways- testing seminars, parent meetings, scheduling/tour evenings, fun nights, HMH, and more |

Title I, Part A - Parent and Family Engagement

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| Challenges | ● -Parent participation in offered activities<br>● Consistency of positive contacts with parents about students<br>● -Trying to find meeting times that meet the needs of parents' schedules<br>● -Apathy of parents of students of all socioeconomic level<br>● -Lack of parents using the parent portal<br>● -Communication in students native language<br>● -Lack of knowledge of the educational process<br>● Sometimes we forget that parents don't understand our acronyms... Such as GMAS night. A parent asked what is GMAS? We need to spell it out sometimes and explain things to parents in our flyers and information we disperse. It is in our education language and not easily explained<br>● Some of our parents just don't respond or wish to participate in the lives of their children's education. This could be because they don't understand themselves or don't have the time to dedicate to help them.<br>● Parental Public Relations Specialist will video various informational segments related to instruction as requested by the Director of Curriculum, weekly.<br>● When the Parental Public Relations Specialist began in her role, she used to go into classrooms more and do "Behind the Bricks" segments highlighting teachers and their classes. She would like to get back to that in the next year and create a more understanding environment for parents. |

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 the Abraham Baldwin Agricultural College [ABAC] 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.)

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| Strengths | 1.Strengths of the Migrant Program in Ben Hill County<br>One of the biggest strengths of our Migrant Program in Ben Hill County is the strong and trusting relationships we have built with our families and the community. Nora Roldan has been working with the program for 18 years, and many of the migrant families know her personally. They feel comfortable going to her with any questions or concerns, and because she speaks both Spanish and English, she can help them feel understood and supported. Our program offers tutoring, school supplies, and connects families with important resources. Beyond school, Ms. Nora also builds strong relationships with people and organizations around town, like the courthouse, health department, police department, school-based clinic, and other community services. This helps her to guide families to the right support quickly and makes a big difference in their overall well-being. Our program isn't just about |

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 the Abraham Baldwin Agricultural College [ABAC] 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.)

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| | helping students academically; it's about supporting the whole family and making sure they feel welcome in our schools and in the community. |

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| Challenges | 1.Challenges of the Migrant Program in Ben Hill County<br>Even with all the support we provide, we still face challenges. One of the biggest is keeping students on track when they move frequently. Many of our migrant students come in below grade level due to missed instruction or changing schools often. Some also face language barriers, especially when they're new and don't speak English yet. This can make it hard for them to understand lessons, participate in class, and feel confident. It's also challenging when we don't have enough staff or resources to meet every student's individual needs. |

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

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| Strengths | -School-wide free lunch program<br>-School social worker for the system and school counselors & behavior specialist at each school<br>-Partnership with Mercer to provide Virtual mental health services<br>-School Based Health Clinics at two locations.<br>There are no Neglect and Delinquent facilities in Ben Hill County. |

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| Challenges | -Identifying students<br>-Lack of resources and services these students may need<br>-Limitations with DFCS<br>-The limited number of providers for mental health in our immediate area. Many parents have no means of transportation to take students to specialist outside of our county.<br>There are no Neglect and Delinquent facilities in Ben Hill County. |

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 FY25 Title II, Part A funds."

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| Strengths | ● Transferring 100% of the Title II funds to Title V<br>● LETRS (Language Essentials for Teachers of Reading and Spelling) training<br>● Cox Campus Early Literacy Modules<br>● PLC teams/process at a designated time<br>● Consistent, systematic, explicit instruction delivered through K-12 curriculum<br>● Peer observations<br>● Modeling lessons by peers/coach<br>● GaMTSS (Georgia Multi-Tiered Student Systems of Support) process<br>● Strong leadership and instructional vision<br>● High expectations for students and teachers<br>● Leaders who actively support teachers<br>● Access to instructional materials<br>● Technology integration that enhances learning<br>● Ongoing professional development<br>● Time for collaboration and reflection during the PLC<br>● Data driven decisions<br>● Commitment to student learning and teacher support<br>● Clear vision for students and teachers<br>● Designing and delivering PL sessions based on school-wide instructional needs<br>● Ensuring curriculum, instruction and assessments align with state standards and school goals<br>● Effective coaching cycles with modeling, co-teaching, and observations with feedback<br>● District Walkthroughs with discussion and feedback to school administrators |

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| Challenges | ● Mindset<br>● Teacher efficacy<br>● Time constraints<br>● Not a lot to offer in small rural town for new teachers<br>● Finding quality applicants<br>● Leader and teacher turnover<br>● Budget restrictions<br>● Teacher recruitment<br>● Teacher morale at some schools<br>● Diverse learner needs<br>● Attendance (staff and students)<br>● Limited family engagement and parental support at the upper grade levels |

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 FY25 Title II, Part A funds."

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| | ● Teacher burnout...in some cases<br>● Student apathy<br><br>● Teacher turnover rate<br>● Being pulled in many directions...makes it hard to stay focused on instructional goals<br>● Teachers being hesitant to shift instructional practices<br>● The struggle between a teacher advocate and student advocate simultaneously.<br><br>● Administrator turnover and lack of consistency<br>● Differentiating the PL process to meet the needs to individual teachers |

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 ofboththe ESOL and Title III, Part A language instruction educational programs.

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| Strengths | -High quality ESOL teachers<br>-Imagine Learning program<br>-Effective monitoring<br>-Teacher/parent communication<br>BHPS ESOL teacher submission: A major strength seen first and foremost is that our ESOL is a pullout program. Pulling these students out into a resource classroom allows them to have an individualized time with "like" students of their own culture. These students are often times shy and less likely to participate in a whole group setting, but in a small group atmosphere they tend to open up and share with their peers. A resource time also allows them to build a relationship with their ESOL teacher and build their self-confidence even more. We are so often reminded we need to build relationships with our students before we can teach them, and many times Hispanic students, which are the main population of our ESOL program, are not very trusting. These students need to know they can trust us, talk with us, and share with us, before they are able to show what they are learning and |

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

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| | verbalize it.<br><br>The resource classroom also allows the students time to work on Imagine Learning, which in turn allows me to run smaller groups and individualize my instruction more. Imagine Learning reinforces their vocabulary and language development and has proven year after year to be an effective tool in our ESOL classrooms. Since they can work on this program in the resource classroom, this time does not have to be used in the general education classroom during regular instruction. However, it can be used as a supplemental resource at any time if needed.<br><br>BHES ESOL teacher submission: One of the strengths of the ESOL program at the Elementary School is that she has the flexibility to pull her students and work with them in a small group setting. This allows her to build strong relationships with them, and they feel comfortable and supported. She has found that in this smaller setting, students are able to grow academically and gain confidence. Another strength is having Imagine learning in her classroom. It helps her manage small groups more effectively. The program allows her to work with students at different language levels, while others remain engaged and learning independently, making it easier to provide targeted support.<br>BHMS ESOL teacher submission:<br>BHMS teachers are patient and understand the difficulties the non-English speaking students are going through.<br>BHMS teachers provide the ESOL teacher with lesson plans and resource materials giving him an opportunity to understand what is going to happen in the classroom and provide translated resources.<br>BHMS teachers provide rigor in their lessons, presentation of instructions and expectations for all students (including ESOL).<br>BHMS teachers provide accommodations as required and adapt to the various elements of the instructions.<br>BHMS teachers and administrators communicate with the ESOL teacher and allow him the opportunity to resolve any behavior issues before it escalates or an opportunity to contact parents.<br>BHMS teachers, when needed, provide translated reading materials or alert the ESOL teacher on their lesson plans and need for translated documents.<br>FHSCCA ESOL teacher submission:One of the strengths of the high school ESOL program is the pull out scheduled class model. It provides |

Language Instruction for English Learners and Immigrant Students

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

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| | individualized institutions in a small group setting, which allows students to build their English language skills in a supportive environment. The students benefit from strong relations with their peers and ESOL teacher, which helps boost their confidence and motivation as they grow both academically and socially. |

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| Challenges | -Providing time for EL teacher to collaborate with the regular classroom teacher<br>-Funding for EL teacher to attend quality professional development opportunities<br>BHPS teacher submission: A weakness in our school's program seems to be our master schedule. ESOL, as one of our special programs must be worked around this schedule, including activity times and WIN times, while some students need more than one service.<br>BHES teacher submission: A challenge we occasionally face is with the master schedule- sometimes students are placed in intervention classes that conflict with their ESOL time. However, BHES is very supportive and works closely with the ESOL teacher to make sure students still receive their ESOL Services.<br>BHMS ESOL teacher submission:<br>BHMS teachers need training in strategies for teaching ESOL students with scaffolding and modeling instructional presentations.<br>BHMS teachers of Science and Social Studies need to incorporate more Mexican, Central American, South American culture in their lessons to capture the prior knowledge of our ESOL students.<br>BHMS teachers need more of my time to push into their classes to help with non English speaking students, especially with reading material and writing exercises.<br>BHMS teachers need to arrange ESOL seating to minimize conversations between same ethnic groups where the teacher does not realize what the conversations are about.<br>BHMS teachers should use more visual presentations to reference vocabulary words or phrases to allow ESOL students to better understand the meanings of certain words.<br>BHMS teachers need more PLs to help with training, managing and teaching ESOL students to be effective in fostering growth.<br>BHMS teachers should have ESOL teachers more involved in a monthly meeting to discuss needs of both the teachers and the ESOL students.<br>We should send a survey to teachers to get their input for helping us |

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 ofboththe ESOL and Title III, Part A language instruction educational programs.

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|---|---|
| | and ESOL students with their needs.<br><br>FHSCCA ESOL teacher submission: A challenge at the high school level is that some students enter the ESOL program without a strong academic background or full fluency in their first language, which makes earning English credit more difficult. However, resources like Imagine Learning are a great support. |

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

| | |
|---|---|
| Strengths | -Social worker who tracks and provides services to students and works with agencies to assist homeless children in the district<br>*We have one identified support personnel to address key needs; food, transportation, clothing, utility assistance, medical assistant (are not robust)<br>*Ministerial Associations for hotels, food, electric provided support<br>*Staff/Counselors/Registrars/Administrators have a firm understanding of basics:<br>1)can't deny enrollment<br>2)right to stay in the school of origin<br><br>*Consistently identity and code into FTE/Student records and have for several years<br>*Clear understanding of who constitutes homeless under federal guidelines<br>*Liaison has good understanding of identification process and guidelines<br>*As a whole, staff attitude toward homeless is one of compassion and a desire of wanting to provide support and aid vs an attitude of exclusion<br>*positive faith based community support<br>*consistently been able to identify and work through issues or barriers in the provision of services even with limited resources<br>*consistent staff development over the years. |

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

| | |
|---|---|
| Challenges | Challenges (shared by SW):<br>* do not have a written dispute resolution process in place<br>*notify parents of the dispute resolution process<br>*No Emergency housing/shelter in our county<br>*No clearly defined list/array of services<br>*need to offer regular food drives to supplement those in the community<br>*Communication between System Social Worker and System Registrars as it relates to enrollment paperwork.<br>*System Social Worker needs to provide updates to Parental Public Relations Specialist to assist with communication to parents of upcoming events like: food giveaways, family training, school supply giveaways, health screenings.<br>Social worker shared all of the needs and will begin planning for the upcoming year, because she is aware of the lack of the above in her area.<br>Areas of improvement shared by SW:<br>*Repeat housing questionnaire at least 1x during the year (SW will assure that this is provided and administered mid year)<br>*Complete needs assessment of those identified as homeless(questionnaire for students and families to complete)<br>*Consortium/network of provider/support personal -meets monthly or quarterly |

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 FY25 Title IV, Part A funds."

| | |
|---|---|
| Strengths | -BHCS will transfer 100% of Title IV funds into Title V. |

| | |
|---|---|
| Challenges | -BHCS will transfer 100% of Title IV funds into Title V.<br>-Providing rigorous curriculum and instruction for the higher level students.<br>-Continuing to work on the Georgia Multi-Tiered System of Supports (GaMTSS) in each school with a focus this year on building more improved behavioral interventions for student with behavioral and emotional needs. We will also be including GaMTSS plans for our students on the accelerated continuum. |

Title I,Part A - Equitable Access to Effective Educators

| | |
|---|---|
| Strengths | -Professional Learning Communities<br>-Collaborative Planning |

| | |
|---|---|
| Challenges | -Students entering school who are far behind and have had little to no prior experiences as well as huge deficits in vocabulary and number sense.<br>-Teachers have difficulty finding time to "catch these students up" in order to meet grade level standards.<br>-Hiring fully qualified teachers |

Title V, Part B - Rural Education

| | |
|---|---|
| Strengths | -Purchased Literacy Accelerated Reader software at BHPS<br>-Purchased needed computers for BHES media center circulation desk and the counselor's office.<br>-Purchased student reward items for the Hurricane Hideout Store once students earned Canes Cash for good behavior in the classroom. Students count Canes Cash and exchange for reward items in the store. A token/reward system, where students must be able to count out earning and spend on specific purchases.<br>-Purchased video/media equipment to enhance student achievement<br>-Purchased technology equipment for students at BHMS and FHSCCA |

| | |
|---|---|
| Challenges | The cost for operating a 21stcentury learning environment continues to grow. Sometimes we have to pick and choose which classrooms/subject areas will get the needed supplies. To meet the ISTE standards and the 4 Cs - critical thinking, creativity, communication, and collaboration, principals and teachers have a great responsibility to harness the power of more technological resources. |

# 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 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 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

| | |
|---|---|
| Overarching Need | Improve the percentage of students reading on grade level, as measured by Amira, Acadience and District Grade-Level Assessments |
| 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 | Multi-Tiered System of Supports<br>Professional Learning Communities<br>LETRS Training for Teachers<br>Focus on Literacy through ongoing continuous monitoring, professional development and revision of practices.<br>Continue Implementing Literacy Curriculum K-12 |

Overarching Need # 2

| | |
|---|---|
| Overarching Need | Increase the percentage of students performing at or above grade level in mathematics, as measured by District Grade-Level Assessments and Georgia Milestones |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

| | |
|---|---|
| Additional Considerations | Multi-Tiered System of Supports<br>Professional Learning Communities<br>Continue Implementing Math Curriculum K-8<br>Use State Curriculum, Plans, and resources to Implement Updated Mathematics |

Overarching Need # 2

| | |
|---|---|
| Additional Considerations | Standards<br>Targeted Professional Development to Improve Instructional Practices |

# 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. 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.

| Overarching Need - Improve the percentage of students reading on grade level, as measured by Amira, Acadience and District Grade-Level Assessments |
|---|

Root Cause # 1

| | |
|---|---|
| Root Causes to be Addressed | Approximately 51% of BHCS' students are proficient at grade level reading according to state approved/Milestone data. |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | |

Root Cause # 2

| | |
|---|---|
| Root Causes to be Addressed | Improving instruction at the Tier 1 level. |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program |

Root Cause # 2

| | |
|---|---|
| Impacted Programs | Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | |

Root Cause # 3

| | |
|---|---|
| Root Causes to be Addressed | Targeted professional development for teachers. |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | |

Root Cause # 4

| | |
|---|---|
| Root Causes to be Addressed | Poor/limited vocabulary of students due to low socioeconomic status and lack of exposure. |
| 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<br>School and District Effectiveness |

Root Cause # 4

| | |
|---|---|
| Impacted Programs | Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | |

**Overarching Need - Increase the percentage of students performing at or above grade level in mathematics, as measured by District Grade-Level Assessments and Georgia Milestones**

Root Cause # 1

| | |
|---|---|
| Root Causes to be Addressed | Approximately 52% of BHCS' students are proficient at grade level math according to state approved/Milestones data. |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | |

Root Cause # 2

| | |
|---|---|
| Root Causes to be Addressed | Improving instruction at the Tier 1 level. |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | |

Root Cause # 3

| | |
|---|---|
| Root Causes to be Addressed | Targeted professional development for teachers. |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title I, Part D - Programs for Neglected or Delinquent Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

| | |
|---|---|
| Additional Responses | |

# District Improvement Plan
# 2025 - 2026

## Ben Hill County

# DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

General Improvement Plan Information

| | |
|---|---|
| District | Ben Hill County |
| Team Lead | Jaquetta Brown |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds |
| Select the Funds that the LEA anticipates will be consolidated | Title I, Part A<br>Title III, Part A, EL<br>Title V, Part B |
| Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements. | |
| Transfer Title II, Part A to: | Title V, Part B |
| Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s) | 100% |

| | |
|---|---|
| Transfer Title IV, Part A to: | Title V, Part B |
| Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s) | 100% |

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
|---|---|
| | Free/Reduced meal application |
| ✓ | Community Eligibility Program (CEP) - Direct Certification ONLY |
| | Other (if selected, please describe below) |

DISTRICT IMPROVEMENT PLAN

## 2 ED - Flex Waiver

| | |
|---|---|
| Do you need a waiver? | No |

# 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Improve the percentage of students reading on grade level, as measured by Amira, Acadience and District Grade-Level Assessments |
| Is Need # 1 also an Equity Gap? | Yes |
| Root Cause # 1 | Approximately 51% of BHCS' students are proficient at grade level reading according to state approved/Milestone data. |
| Root Cause # 2 | Improving instruction at the Tier 1 level. |
| Root Cause # 3 | Poor/limited vocabulary of students due to low socioeconomic status and lack of exposure. |
| Root Cause # 4 | Targeted professional development for teachers. |
| Goal | Increase the number of students reading on grade level from 51% to 60% based on system approved benchmark data. |

Equity Gap

| | |
|---|---|
| Equity Gap | Student achievement identify subgroups, grade level span and content area(s) |

| | |
|---|---|
| Content Area(s) | ELA<br>Other : Reading |
| Grade Level Span(s) | K<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12 |
| Subgroup(s) | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Equity interventions | EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions |

Action Step # 1

| | |
|---|---|
| Action Step | All K-5 certified staff members will begin Georgia Literacy Academy courses. |
| Funding Sources | IDEA<br>Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Submission of completion certificate and progress through GA Learns Hub |
| Method for Monitoring Effectiveness | Acadience, MAP Scores (Fall, Winter and Spring Administration), and Milestones |
| Position/Role Responsible | Principal, Instructional Coaches, Multi-Tiered System of Support Coordinator, Teachers, Director of Curriculum and Instruction, Reading Specialist, Testing Coordinator |
| 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)? | |

Action Step # 2

| | |
|---|---|
| Action Step | Using assessment data, students will set an ELA/reading achievement goal. |
| Funding Sources | IDEA<br>Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Observation of data spreadsheets |
| Method for Monitoring Effectiveness | Acadience Scores (Fall, Winter and Spring Administration) |
| Position/Role Responsible | Principal, Instructional Coaches, Multi-Tiered System of Support Coordinator, Teachers, Director of Curriculum and Instruction, Reading Specialist. |
| 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)? | |

Action Step # 3

| | |
|---|---|
| Action Step | PLCs will plan and implement lessons following the curriculum "Into Reading". |
| Funding Sources | IDEA<br>Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | PLC notebooks, lesson plans and local curriculum documents |
| Method for Monitoring Effectiveness | Continuous monitoring of PLCs and implementation of standards |
| Position/Role Responsible | Principal, Instructional Coaches, Multi-Tiered System of Support Coordinator, Teachers, Curriculum Director, Reading Specialist. |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Weekly |

| | |
|---|---|
| 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)? | None |

Action Step # 4

| | |
|---|---|
| Action Step | Continue ongoing monitoring of PLCs |
| Funding Sources | IDEA<br>Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Effective Leadership |
| Method for Monitoring Implementation | Observations, Locally developed rubrics, minutes for PLC meetings |
| Method for Monitoring Effectiveness | Continuous monitoring of PLCs ; PLC notebooks |
| Position/Role Responsible | Principal, Instructional Coach, GaMTSS coordinator, Curriculum Director, Reading Specialist |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Weekly |

| | |
|---|---|
| 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 | Build capacity in teacher leaders to ensure that all PLCs are purposeful, job-aligned, promote achievement |
| Funding Sources | IDEA<br>Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Effective Leadership<br>Professional Capacity |
| Method for Monitoring Implementation | Sign In sheets and roles and responsibilities assigned to staff members |
| Method for Monitoring Effectiveness | Continuous monitoring of PLCs and PLC notebooks |
| Position/Role Responsible | Principal, Instructional Coaches, Director of Curriculum and Instruction, Reading Specialist |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Weekly |

| | |
|---|---|
| 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 # 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 meet students academic needs through intervention blocks/time built into the master schedule. |
| Funding Sources | Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Grouping documentation in PLCs notebooks, observations, |
| Method for Monitoring Effectiveness | Lesson Plans, PLC notebooks, student portfolios, Acadience, MAP scores, Milestone scores |
| Position/Role Responsible | Principal, Assistant Principals, Instructional Coach, Curriculum Director, GaMTSS coordinator, Reading Specialist, and teachers |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Weekly |

Action Step # 6

| | |
|---|---|
| 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 # 7

| | |
|---|---|
| Action Step | Multi-Tiered System of Supports (GaMTSS) will be used to develop reading skills through equitable opportunities |
| Funding Sources | IDEA<br>Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | Through data analysis in PLCs, observations, assessment data, |
| Method for Monitoring Effectiveness | Student portfolios |
| Position/Role Responsible | Principal, Assistant Principals, Instructional Coach, Curriculum Director, GaMTSS coordinators, Reading Specialist and teachers |
| Evidence Based Indicator | Strong |

Action Step # 7

| | |
|---|---|
| Timeline for Implementation | Weekly |

| | |
|---|---|
| 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 # 8

| | |
|---|---|
| Action Step | Communicate student level/growth to parents and students. |
| Funding Sources | Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Sign In Sheets from parent meetings, report cards, progress reports, website, class dojo, remind |
| Method for Monitoring Effectiveness | Infinite Campus Contact Logs; Student Portfolios |
| Position/Role Responsible | Principal, Assistant Principals, Instructional Coach, Curriculum Director, MTSS/GaMTSS coordinators, teachers, Parent and Family Engagement Coordinator |

Action Step # 8

| | |
|---|---|
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Weekly |
| 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 # 9

| | |
|---|---|
| Action Step | Use multiple means of communication to disseminate information to student and parents |
| Funding Sources | Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | Agendas and sign in sheets, One Call reports, web site views, Copies of parent notices/letters, records from infinite campus |

Action Step # 9

| | |
|---|---|
| Method for Monitoring Effectiveness | Surveys |
| Position/Role Responsible | Principal, Assistant Principals, Instructional Coach, Curriculum Director, MTSS/GaMTSS coordinators, teachers, Parent and Family Engagement Coordinator |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Weekly |

| | |
|---|---|
| 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 # 10

| | |
|---|---|
| Action Step | K - 5 teachers will fully implement with fidelity "Into Reading" Curriculum. |
| Funding Sources | Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |

Action Step # 10

| | |
|---|---|
| Subgroups | Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Observations, PLC Minutes, Lesson Plans. |
| Method for Monitoring Effectiveness | Assessment Scores |
| Position/Role Responsible | Curriculum Director, Principals, APs, ICs, GaMTSS coordinator, Reading Specialist, teachers |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Others : Ongoing |

| | |
|---|---|
| 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 # 11

| | |
|---|---|
| Action Step | Continue cohorts for LETRS training to improve Instructional Practices. |
| Funding Sources | Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Monitor timeline for completing task/units. Meeting sign-in and minutes, Monitor progress through technology. |
| Method for Monitoring Effectiveness | Observations, Assessment Data |
| Position/Role Responsible | Curriculum Director, Principals, APs, ICs, GaMTSS coordinators, Reading Specialist. Teachers |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Others : Ongoing |

| | |
|---|---|
| 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 # 11

| | |
|---|---|
| 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)? | |

# 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Increase the percentage of students performing at or above grade level in mathematics, as measured by District Grade-Level Assessments and Georgia Milestones |
| Is Need # 1 also an Equity Gap? | Yes |
| Root Cause # 1 | Approximately 52% of BHCS' students are proficient at grade level math according to state approved/Milestones data. |
| Root Cause # 2 | Improving instruction at the Tier 1 level. |
| Root Cause # 3 | Targeted professional development for teachers. |
| Goal | Increase the number of students performing on grade level in Mathematics from 52% to 60%, based on System Grade Level Assessments and Milestones. |

Equity Gap

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| Equity Gap | Student achievement identify subgroups, grade level span and content area(s) |

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| Content Area(s) | Mathematics |
| Grade Level Span(s) | K<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12 |
| Subgroup(s) | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Equity interventions | EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions |

Action Step # 1

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| Action Step | Teachers will implement new math curriculum, Into Math. |
| Funding Sources | IDEA<br>Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Professional Capacity |
| Method for Monitoring Implementation | Agendas/Sign-In Sheets from PL, Lesson plans, PLC Notebooks |
| Method for Monitoring Effectiveness | Observations, Improved scores |
| Position/Role Responsible | Principals, Assistant Principals, Instructional Coaches, Curriculum Director, and teachers |
| 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)? | |

Action Step # 2

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| Action Step | Multi-Tiered System of Supports (GaMTSS) will be used to develop mathematics skills through differentiated opportunities. |
| Funding Sources | IDEA<br>Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Curriculum documents, GaMTSS records and student portfolios, |
| Method for Monitoring Effectiveness | Student portfolios; improved assessment scores |
| Position/Role Responsible | ICs, GaMTSS coordinators, Teachers, Administrators, Counselors, District level School administrators |
| Evidence Based Indicator | Strong |

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| Timeline for Implementation | Weekly |

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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)? | |

Action Step # 3

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| Action Step | Continue to meet students academic needs through intervention blocks/time built into the master schedule. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Sign In sheets from PL, Agendas Course description, walk throughs |
| Method for Monitoring Effectiveness | Improved assessment scores (Fall, Winter and Spring administration) |
| Position/Role Responsible | District and School Level Administration, ICs |
| Evidence Based Indicator | Strong |

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| Timeline for Implementation | Weekly |

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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)? | |

Action Step # 4

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| Action Step | Learning progress in mathematics will be communicated to parents and students. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems | Family and Community Engagement<br>Supportive Learning Environment |
| Method for Monitoring Implementation | Student portfolios shared with parents, Communication logs, sign in sheets, portfolios shared w/parents |
| Method for Monitoring Effectiveness | Parent Surveys |
| Position/Role Responsible | District/School Level Admin, Instructional Coaches, Teachers, GaMTSS coordinators, and Parental Public Relations Specialist |
| Evidence Based Indicator | Strong |

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| Timeline for Implementation | Weekly |

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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)? | |

# 4. REQUIRED QUESTIONS

## 4.1 Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

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| 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). | This plan was developed by stakeholders representing all schools, the district office, the Board of Education, parents, business partners, post-secondary partners, and community members. BHCS district provided opportunities for all stake holders to give input on this plan. Reviewing our annual needs assessment allows us to determine the needs of BHCS students and staff. After identifying needs local, state, federal, and competitive grant funds are used meet these needs. Ben Hill County will transfer Title II, Part A and Title IV funds into Title V. Then Title I, Part A, Title III, and Title V will be consolidated. Ben Hill County's Professional Learning (PL) District focus this year will be on reading and "Into Reading. Reading PL will be provided by the LEA, HMH, and Lexia . These are Title II, Part A authorized PL. |

Serving Low Income and Minority Children

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| 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<br>2. out-of-field teachers<br>3. inexperienced teachers<br><br>(Please specifically address all three variables) | Ben Hill's Data in the Comprehensive Needs Assessment in regard to Inexperienced Teachers and teachers out of field was analyzed. The team also looked at the district's Professional Qualifications (PQ) and Infield rate. The district uses information gathered from the Georgia Professional Standards Commission website and CPI reports to ensure teachers are PQ and Infield.<br>All schools work together with parent groups and system level leadership to ensure that low income and minority students receive equitable services. Scheduling students with teachers takes into account the student needs, the amount of time the teacher has been teaching, if the teacher is a new teacher, etc. At the K-5 level implementing PLCs has reduced ineffective teachers. These teachers working in teams is working towards improving teachers effectiveness. Leadership training is a need to assure proper leadership for new and experienced teachers in the system. At the K-5 level all of our teachers are in-field. At the K-5 level most are scheduled by hand. This is in hopes to allow the scheduling team to strategically make sure low-income and minority children do not have new or inexperienced teachers in consecutive years. In 6-12 implementing the PLCs works towards improving effectiveness of all teachers as well. In 6-12 all of our teachers are content specific. Being a small district we only have two or three teachers per grade level teaching the subjects. At the the high school level only one teacher is available for certain courses. In saying this, in 6-12 not only our low-income and minority students, but all students are served by the same teachers. |

Professional Growth Systems

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| Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include: | BHCS has a superintendent that started in FY25 and has been in our system for over 35 years. He brings a vast amount of knowledge, expertise, and passion to the position. He is knowledgeable of budgetary items, as well as the instructional curriculum. He is aware of the needs of the students, teachers, administrators, parents, and the community and has build positive relationships over the year. He expects meaningful, quality professional learning to increase awareness and knowledge of information necessary for the district to carry out our mission and vision, while meeting the needs of students in Ben Hill County. He aims to inform and manage the system's budget where we will be able to provide necessary instructional and professional needs for students, teachers and families. He is genuinely proactive and supportive. There is a district wide initiative to effectively implement the PLC process. Staff have been trained and continue to be trained in LETRS and the science of reading to meet the state's expectations with literacy. The district will continue to build upon LETRS training in FY26 to assure effective instruction at the Tier I level for reading.<br>In FY 26, BHCS will continue with the reading curriculum, "Into Reading" and "Into Literature" by HMH. Improvement in the area of teacher and leader mentors is a need and aim for the upcoming year. Teacher and leader growth is a must in order for those persons to effectively execute their instructional capabilities for students and families.<br>Principals, Assistant Principals, and PreK Director participating in job a-like training through our RESA will assist in necessary growth for the system in regards to leadership. We are learning that all assistant principals within the system moved to principalship need additional training and awareness to effectively carry out their role. With discipline, facilities, and bus duty as the sole focus for assistant principals, the principal role is not learned until in the actual seat. This has done a disservice to our principals, who are highly capable in their leadership roles. |

PQ – Intent to Waive Certification

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| 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 teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)] | Yes |

# 4. REQUIRED QUESTIONS

## 4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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| If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:<br>1. for all teachers (except Special Education and Gifted service areas in alignment with the student's IEP), or<br>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).<br><br>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)] | Ben Hill County waives certification for all teachers except for special education service areas or specific content areas deemed necessary for certification at the state level for QBE funding. |

PQ – Minimum Qualification

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| If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)] | Clearance Certificate is necessary based on board policy. Also must have a bachelor's degree and preparing to work on certification in the specified area, if required. Ben Hill County BOE waives certification requirements for all applicable positions allowed by the Georgia State Board Rule and federal law. Special Education, gifted, and EIP (Intervention) positions may not be waived. |

State and Federally Identified Schools

State and Federally Identified Schools

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| Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds. | If schools are identified in the future, the LEA will prioritize necessary federal funds to support the needs of the school (Target academic support, Academic Coaches, and Technology Coaches). |

CTAE Coordination

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| 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; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. | The Ben Hill County School District offers a high quality CTAE program that consists of instructional strategies that provide learning opportunities to develop skills needed in career and technical education pathways. We offer four CTAE exploratory programs at Ben Hill Middle School to include: Engineering and Technology, Agriculture, Family and Consumer Sciences, Business and Technology and Health Science. In FY 19, BHCS was awarded the state's College and Career Academy Grant. As a result, Fitzgerald High School became a Wall-to-Wall Career Academy in FY20, now known as Fitzgerald High School College and Career Academy (FHSCCA). FHSCCA currently offers 19 pathways which includes the dual enrollment pathways offered through our partnership with Wiregrass Georgia Technical College. These pathways are divided over four different Career Academies to include the Agriculture, Industrial, and Manufacturing (AIM) Academy; Education and Human Services Academy; Allied Health Academy; and Science, Technology, Engineering, Arts, Math (STEAM) Academy. A new CEO for the College and Career Academy was employed in FY24. Fitzgerald High School College and Career Academy currently offers 21 pathways. Scheduling at FHSCCA allows content teachers to have regular planning with CTAE teachers in order to make better connections across the disciplines.<br>We also offer numerous career building activities such as job shadowing, internships, clinicals, career development activities allowing students the ability to better understand career development needs. FHSCCA maintains highly effective Work Based Learning and Youth Apprenticeship programs that allow students to work in career and technical jobs earning credits towards high school graduation. For school year FY25, FHSCCA had a total of 61 WBL/YAP students. These students have worked a total of 25,095 hours and have total earnings of $229,487.00. In our small town, we have 45 different businesses that employ our WBL/YAP students.<br>In grades K-12 we have career days each year. We provide the following Career Days in Ben Hill County. At the Pre-K our students attend C.O.W (Career On Wheels) Day, this is a fun filled day where all Pre-K students learn about different careers on wheels, which include |

CTAE Coordination

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| | fire trucks, utilities company, police officers, school buses, etc. Our Primary School students attend a career day where students learn about different careers including blueberry farming, soap making, and healthcare science. Our Elementary School students attend an Ag Day to learn about all things related to agriculture. They also host a career day where businesses and industries come to the school to talk with students about different career options. Our Middle School students attend a Forestry Day provided by the Georgia Forestry Commission. All 7th grade students are required to take Career Awareness course to explore different careers and prepare them for their future career. BHMS and FHSCCA students complete the YouScience aptitude test. At FHSCCA the students attend College and Career Fairs, SKILLS Day, and also Industry Ready week. All 8th and 11th grade students attend RealityU which gives them hands-on experience navigating through the real world. Our CTAE teachers at BHMS and FHSCCA attended industry visits to increase their knowledge of local and regional industries. These visits allow the teachers to learn new information and build new partnerships to bring information back to the students. These are all great opportunities for students to be introduced to innovative careers. |

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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| 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. | Efforts to Reduce the Overuse of Discipline Practices That Remove Students from the ClassroomBen Hill County Schools (BHCS) is deeply committed to fostering inclusive, supportive learning environments that keep students engaged in learning while addressing behavioral challenges through evidence-based, tiered interventions. Recognizing that exclusionary discipline can disproportionately affect students with disabilities and students from historically underserved groups, BHCS continues to strengthen its efforts to reduce unnecessary removals from the classroom.<br>1. Implementation of a Robust, Research-Aligned MTSS Behavior FrameworkBHCS implements a district-wide Multi-Tiered System of Supports (MTSS) that addresses both academic and behavioral needs of students. This framework is aligned to Georgia's MTSS guidance and emphasizes proactive, preventative strategies designed to minimize the need for punitive disciplinary actions. Specific practices include:<br>●Tier 1: Universal Behavior Supports<br>ul<br>● Clearly communicated behavior expectations<br>● Classroom management training for teachers |

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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| | ● Social-emotional learning strategies (currently being developed district-wide)<br><br>● Positive behavior reinforcement systems<br><br>● School-wide discipline matrices and visual reminders<br><br>Tier 2: Targeted Interventions<br>● Small-group social skills training<br><br>●Check-In/Check-Out (CICO)systems<br><br>● Mentorship programs<br><br>● Behavior contracts and daily behavior tracking<br><br>● Increased parent engagement through communication logs and structured meetings<br><br>Tier 3: Intensive, Individualized Interventions<br>● Functional Behavior Assessments (FBAs)<br><br>● Behavior Intervention Plans (BIPs)<br><br>● One-on-one counseling or behavior interventionist support<br><br>● Coordination with mental health professionals and wraparound agencies<br><br>Each level includes frequent progress monitoring, structured data review protocols, and built-in decision points to determine whether a student requires more or less intensive supports.<br>2. Discipline Data Analysis and Disproportionality PreventionBHCS regularlyanalyzes disaggregated discipline databy subgroup (race, disability, gender, socioeconomic status, EL status) to identify trends, address disproportionality, and respond to school-specific needs. Efforts include:<br>●Monthly school-level discipline reviewsconducted by administrators and school leadership teams<br><br>●District-wide analysiseach quarter to flag patterns of overuse in exclusionary discipline<br><br>● Targetedcoaching and support for schoolswith disproportionate suspension or referral rates<br><br>● Behavior referral forms and logs are tracked through Infinite |

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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| | Campus and reviewed for trends by the Executive Director of Student Services<br><br>The district has previously been removed from the disproportionate discipline list due to consistent improvement, and these measures are designed to sustain and enhance that progress.<br>3. Alignment with Georgia Laws and Best PracticesIn compliance with House Bill 740 and Georgia Board Rule JD 160-4-8-.15, BHCS prohibits suspension/expulsion of students in grades PK–3 for more than five days without first implementing tiered supports. The MTSS behavior framework specifically includes:<br>● Documentation of all supports prior to suspension<br>● Intervention logs and parent communication records<br>● Administrative oversight to ensure procedural fidelity<br><br>For all grade levels, the district emphasizes restorative approaches and in-school alternatives to suspension whenever possible.<br>4. Professional Learning to Equip StaffBHCS offers a range ofjob-embedded professional learning opportunitiesto build staff capacity in addressing student behavior proactively and equitably:<br>●Behavior and Classroom Management PDfor all teachers<br>●Effective Discipline & SPED Compliance for Administrators– Led by Dr. Sims<br>●Functional Behavior Assessment and BIP Development– Provided through GLRS<br>●Ongoing MTSS behavior trainingusing the FY25 MTSS Framework<br>●Discipline data literacysessions for school-level leadership teams<br><br>These trainings are informed by IDEA requirements, Georgia Board of Education policy, and research-based best practices in behavior intervention and culturally responsive discipline.<br>5. Parent and Family EngagementBHCS involves families early and meaningfully in addressing student behavior. Parents are:<br>● Invited to Tier 2 and Tier 3 behavior meetings<br>● Provided with summaries of plans and expected outcomes<br>● Given opportunities to participate in strategy development<br>● Connected with community resources when wraparound support is needed |

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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| | Parent communication logs are embedded in the MTSS process and reviewed during SST meetings to ensure transparency and consistency.<br>6. Supervision and AccountabilityDiscipline practices are monitored through amulti-tiered supervision model:<br>●Lead Special Education Teachers and MTSS Coordinatorsmonitor implementation of Tier 2 and 3 supports and discipline trends.<br><br>●Building administratorsoversee adherence to school behavior matrices and escalation protocols.<br><br>●Director of Student Servicesprovides district oversight, identifies schools in need of support, and ensures data-based responses to behavior concerns.<br><br>When staff or systems are found to be out of alignment, coaching and corrective actions are implemented.<br>ConclusionBen Hill County Schools remains committed to reducing the overuse of exclusionary discipline practices through prevention, early intervention, data-informed decision-making, and staff empowerment. By operationalizing our MTSS framework with fidelity, we will continue to create positive, inclusive learning environments where all students can thrive—academically, behaviorally, and socially. |

# 4. REQUIRED QUESTIONS

## 4.3 Title I A: Transitions, TA Schools, Educational Program

Required Questions

Middle and High School Transition Plans

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| 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; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills. | To ensure a smooth transition from middle school to high school, students at Fitzgerald High School College & Career Academy participate in a comprehensive program. This includes a high school tour, a parent night for class registration and future planning, and completion of required BRIDGE law activities for their Individual Graduation Plan. Counselors also inform students and parents about "Move on When Ready" opportunities with Wiregrass Technical College, detailing program requirements and application procedures. During high school registration, students can explore CTAE classes and extracurricular activities through teacher-led stations.<br>Forspecial education students, the transition process is similar but begins with a specific plan outlining their post-school goals. Case Managers meet with parents during IEP meetings to discuss schedules and activities.<br>Forhigh school to post-secondary transitions, counselors highlight "Move on When Ready" options with Wiregrass Technical College through informational sessions. They also assist students with college applications, financial aid, and scholarships. |

Preschool Transition Plans

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| 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. | Ben Hill County School District has nine Bright from the Start Pre-K classrooms, two preschool early intervention (students with special needs) classrooms, and three early learning preschool (3-year old) classrooms. Transition efforts in the form of tours and parent informational meetings are held at the end of the students' PreK year before entering Kindergarten. Students in the early intervention classrooms have the opportunity to mainstream in regular PreK class, at the appropriate time, with support to prepare them for a larger group setting. These qualifying students also receive speech, physical, and occupational services, if necessary according to their Individualized Educational Plan.<br>Ben Hill County School District also works closely with Coastal Plains Head Start to provide a Kindergarten transition opportunity, student intervention services, and professional learning opportunities. Ben Hill Preschool personnel offer ideas, standards, etc. with Head Start staff and families. This includes working with Head Start students qualifying with Significant Developmental Delays.<br>A Rising Kindergarten Summer Transition Program, funded through Bright from the Start, has continued since 2018. In 2022, we were able |

Preschool Transition Plans

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| | to add a Rising PreK Transition Program for students of Spanish speaking descent to assist with transition to the PreK setting…notably, adapting to a new environment and learning of the English language in a cultural, linguistic enriched environment. Both programs are a twenty-three-day intensive academic enrichment opportunity for students to maintain and/or advance with intellectual skills prior to the upcoming school year. We have expanded the Rising Kindergarten Summer Transition Program to 5 classes, with twelve students each. The Rising PreK Summer Transition Program consists of one class with 10 bilingual students. All summer classes provide an enrichment opportunity for students with hands-on learning experiences intertwined with literacy and math. Parent workshops are also provided weekly during the summer. All efforts are to assure a well-rounded learning experience for all boys and girls, along with families.<br>The district intends to continue with early learning efforts to aim to provide an early approach to learning within our rural, low income community. As we expose our students early on, the educational foundation will be built upon as students move to later grade levels. |

Title I, Part A - Targeted Assisted Schools Description

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| If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served. | All schools in Ben Hill County are Title I school wide schools . |

Title I, Part A – Educational Programs

Title I, Part A – Educational Programs

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| Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children. | Ben Hill County Schools have one Primary, Elementary, Middle, High school. All schools are Title I schoolwide schools.The District has no Targeted Assistance Schools nor schools for children living in local institutions for neglected or delinquent children.<br><br>The Primary school serves grades K – 2nd. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students receive 285 minutes of academic instruction in math and ELA each day in the classroom setting along with receiving science and social studies instruction through 50 minute activity periods that rotate once a week. Students also receive instruction in physical education, music, and STEM.<br><br>Teachers, within their PLCs, aggregate data to determine the academic needs of each student. Using this data, students are grouped and provided with targeted instruction in order to meet their specific learning needs. This instruction takes place during a 45 minute segment of time built into the master schedule. These segments of time are called What I Need (WIN). WIN time allows teachers to focus their attention on tiered intervention for some students and enrichment/ acceleration for others. It also allows teachers to target specific standards/skill deficits for identified students. In addition, some students require specialized instruction based on their specific needs. Some of these programs are; Gifted, English to Speakers of Other Language (ESOL), Tier II & III Interventions, and Special Education Services.<br><br>The Elementary serves grades 3rd – 5th. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students receive a minimum of 300 minutes of academic instruction each day. All students also receive instruction in physical education, health, Art, Music and STEAM. Teachers, within their PLC, aggregate data to determine the academic needs of each student. Using this data, every student within the school is regrouped and provided targeted instruction in order to meet their specific learning needs. This instruction takes place during 45 to 55 minute segments of time built into the master schedule. These segments of time are called What I Need (WIN) times. This allows teachers to focus their attention on remediation for some students and enrichment/ acceleration for others. It also allows teachers to target specific standards for identified students. Some students require specialized instruction based on their specific needs. Some of these programs are; Gifted, Early intervention programs, English to Speakers of Other Language (ESOL), Tier II & III Interventions, and Special Education Services.<br>Ben Hill Middle school serves grades 6th – 8th. The middle school currently operates under a Junior High model and will work under a middle school model beginning FY 26. Students are scheduled on an |

Title I, Part A – Educational Programs

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| | individual student-need basis. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students receive a minimum of 370 minutes of instruction each day. Instruction beyond the academic classes that is designed to integrate and apply the skills and concepts taught in the academic classes is offered through connections or exploratory classes such as Physical Education, Band, Family & Consumer Sciences, Business and Computer Sciences, Engineering & Technology, and Agriculture. Students are sometimes placed in special programs that facilitate proper instructional differentiation to meet the needs of individual students. Some of these programs are: Gifted, Special Education, English to Speakers of Other Languages (ESOL), and intervention classes. The school is separated into 4 main hallways: 6th Grade, 7th Grade, 8th Grade, and Connections. Students remain on their grade level hallways except for connection instruction. All students are placed based on strengths and areas of need, where teachers can support specific, individual needs. Connection classes will have the opportunity to enhance student development by focusing on the intended content area. With this high focus in place and students integrated (no matter the level of achievement) throughout connection classes, high levels of unique skill can unfold from a high percentage of students. Students also have the ability to take STEAM/STEM classes to provide more challenging opportunities.<br>The high school in Ben Hill County serves grades 9 – 12. In FY26 the instructional day will be based on a 4x4 block schedule, which means that students take four approximately 1.5 hour courses each semester. Each student has the opportunity to earn 8 Carnegie units per year. Students receive academic instruction based on the Georgia Standards of Excellence in reading/language arts, mathematics, science, and social studies. Students also have the opportunity to participate in a robust Career, Technical, Agricultural Education (CTAE) program, physical education, band, foreign languages, fine arts, and choral program. There is Hurricane Time scheduled into the day, which is a time where students can receive assistance based on their needs. Students receive differentiated services based on individual needs. Some of these programs are: honors/AP, special education, English to Speakers of Other Languages (ESOL), and interventions. Students receive a minimum of approximately 330 minutes of instruction each day. We will continue in FY 26 with two courses (Algebra I and American Literature & Composition) as year long classes of instruction. Students will be tested at the end of each semester using the state mandated End of the Course test.<br>Students in need of alternative educational services will be served through Zone 7 Discovery School under Coastal Plains RESA.<br>A district initiative of Ben Hill County is to continue the implementation of effective PLCs in all schools this year. This initiative will improve the academic success of ALL Ben Hill County students. Instructional Coaches are utilized at each school to improve the academic instruction. Multi-Tiered System of Supports Coordinators are also utilized at the Primary, Elementary, and Middle school to make sure |

Title I, Part A – Educational Programs

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| | students receive the appropriate and necessary interventions and acceleration needed to maximize student academic success. |

# 4. REQUIRED QUESTIONS

## 4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

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| Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students 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 (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth. | Occupational Survey<br><br>Ben Hill County has an online-only registration process that includes a current Occupational Survey for both new and returning students. Any surveys with a positive response are immediately flagged and sent to Ben Hill's SSP. These flagged surveys will be followed up on within two days, after which the state recruiter will be contacted and Certificates of Eligibility (COEs) submitted.<br><br>Timely transfer of pertinent school records<br><br>Registrars and the Migrant SSP will collaborate closely to ensure migrant student records are processed efficiently. When a student enrolls in Ben Hill County Schools, their records will be requested immediately from their previous school. If a student leaves Ben Hill County Schools and their records aren't requested promptly by a new institution, registrars, the school social worker, and the Migrant SSP will launch an investigation to locate the student and understand why they're not in school.<br><br>Migrant Student Information Exchange (MSIX)<br><br>To better serve migrant students, Ben Hill County Schools utilizes the Migrant Student Information Exchange (MSIX). This system allows for the seamless interstate and intrastate exchange of crucial information, helping to coordinate services for migratory children. Our Migrant SSP is proficient in using MSIX, leveraging it as a key resource for evaluating and providing appropriate support to these students. |

Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

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| 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).<br>2. Direct-funded LEAs describe:ul<br>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.<br>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile 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 Migrant Program in Ben Hill County offers crucial supplemental support to migrant preschool children, Out-of-School Youth (OSY), and their families once students are identified. Nora Roldan, the Migrant SSP, regularly conducts home visits to provide tutoring, resources, and information covering academics, health, nutrition, and social services. For preschool children nearing age four, she assists families with pre-K enrollment and documentation. OSY receive program details and meet regularly with Nora to track progress toward their goals. Additionally, migrant families and OSY are invited to P.A.C. meetings to discuss program resources, needs, and concerns. |

# 4. REQUIRED QUESTIONS

## 4.5 IDEA

Required Questions

IDEA Performance Goals:

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| Describe how the district will meet the following IDEA performance goals:<br>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.<br>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?<br>Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | IDEA Performance Goal 1: Improve Graduation Rate Outcomes for Students with DisabilitiesBen Hill County Schools (BHCS) is deeply committed to preparing students with disabilities for meaningful post-secondary success, whether that be through college, technical training, or employment. Our efforts are driven by the belief that graduation is not a destination, but a launchpad. Through a PreK–12 approach, early transition planning, and intensive professional learning, BHCS exceeded the 2023–2024 state targets for graduation—but recognizes the critical need for improvement in post-secondary outcomes.<br>Graduation Outcomes● 4-Year Graduation Rate for SWD: 90.91%<br>● 5-Year Graduation Rate for SWD: 92.59%<br>● Both exceed the state target of 90% and reflect our strong intervention systems, personalized planning, and inclusive instructional models.<br><br>Post-School Outcomes (Indicator 14 Data, 2023–2024)From a cohort of 38 eligible student responders:<br>● 14A –Enrolled in Higher Education: 13.89% (State Target: 27.80%) –Did Not Meet Target<br>● 14B –Enrolled in Higher Education or Competitively Employed: 38.89% (State Target: 58.00%) –Did Not Meet Target<br>● 14C –Engaged in Higher Ed, Training, or Employment: 58.33% (State Target: 83.00%) –Did Not Meet Target<br><br>Breakdown of Post-School Activities for Actual Responders (n=36):<br>● Higher Education: 5 students (13.89%)<br>● Competitive Integrated Employment: 9 students (25%)<br>● Other Postsecondary Training: 1 student (2.78%)<br>● Other Employment (part-time/self-supported): 6 students (16.67%)<br>● Unengaged: 15 students (41.67%) |

IDEA Performance Goals:

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| | Though we achieved a high 94.74% response rate, the percentage of students unengaged post-graduation (nearly 42%) remains an urgent area of focus.<br>District Procedures to Improve Outcomes1.li data-start="2188" data-end="2390"Early and Structured Transition Planning:<br>Begins at age 14 through transition inventories and IEP transition goals.<br>Reviewed annually for alignment with student interests and abilities.<br><br>li data-start="2392" data-end="2700"Embedded Academic Support Systems:<br>WIN Time (Primary/Elementary) and Hurricane Time (Middle/High) provide targeted IEP support, credit recovery, and assignment remediation.<br>Case managers meet regularly with students to monitor academic progress, attendance, and graduation readiness.<br><br>li data-start="2702" data-end="3020"Alternative Pathways to Graduation:<br>Option B and Dual Enrollment enable SWD to pursue high school diplomas and technical credentials simultaneously.<br>Work-Based Learning and GVRA Pre-ETS services offer real-world employment experiences and skill-building for students with disabilities.<br><br>li data-start="3022" data-end="3350"Flexible Dropout Prevention Supports:<br>The now-sunset Hurricane Transition Academy provided individualized, flexible scheduling for at-risk students.<br>In FY25, BHCS is partnering with Coastal Plains RESA to offer a 4:00–8:00 PM evening high school program at Discovery School with certified SPED staffing.<br><br>Professional Learning Activities (2024–2025)BHCS has delivered a targeted series of trainings to staff and leaders to improve compliance, instructional fidelity, and transition outcomes:<br>●CPRESA Trainings:<br>ul data-start="3581" data-end="3695"<br>● "Impacting SWD with SDI"<br>● "Sustaining IEPs"<br>● "IEP Goal Writing"<br>● "Special Education for Administrators"<br><br>li data-start="3697" data-end="3857"Locally Led by Dr. Sims: |

IDEA Performance Goals:

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| | ● "Effective Co-Teaching"<br><br>● "Effective Discipline & Special Ed. Practices for Admin."<br><br>● "Specifically Designed Instruction"<br><br>li data-start="3859" data-end="4022"Legal and Behavioral Experts:<br>● "Defensible IEPs" and "IEP Overview – Scenario Based" – Parker Poe<br><br>● "Understanding Autism" – Synergy Behavior Consulting<br><br>These trainings emphasize compliance with IDEA, equity in instruction, and transition planning that aligns with state expectations and real-world readiness.<br>Monitoring and Continuous Improvement Plan<br>●IEP Compliance Audits: Ongoing file reviews and coaching ensure quality, legal defensibility, and fidelity of implementation.<br><br>●Quarterly Data Reviews: Each school's special education team meets with central office to review SWD graduation progress, transition plans, and course completion.<br><br>●Post-School Contact Logs: Our team will strengthen follow-up strategies to reduce the percentage of unengaged students and improve transition tracking.<br><br>●Program Evaluation: FY25 includes a renewed focus on evaluating Pre-ETS, GVRA services, and re-engagement efforts for students not in education or employment.<br><br>ConclusionBen Hill County Schools is proud of its high graduation rates for students with disabilities, but we acknowledge our responsibility to ensure that graduation leads to meaningful engagement in adulthood. With robust staff training, early intervention, flexible options, and a whole-child focus, we are building a stronger bridge from high school to life beyond. Through continued refinement of our transition supports and employment pathways, we are committed to raising our post-school outcomes to meet and exceed state expectations. |

IDEA Performance Goals:

<table>
<tr>
<td>Describe how the district will meet the following IDEA performance goals:<br>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 proceduresServices 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 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</td>
<td>
IDEA Performance Goal 2: Improve Services for Young Children (Ages 3–5) with Disabilities<br><br>
Ben Hill County Schools (BHCS) is dedicated to providing high-quality, developmentally appropriate services for young children with disabilities to improve both early learning outcomes and readiness for future academic success. Our system recognizes that the preschool years are critical for early intervention, and we are committed to delivering individualized instruction and inclusive experiences that support growth across social-emotional, cognitive, behavioral, and communication domains.<br><br>
Preschool LRE & Outcome Data (FY 2023–2024)<br><br>
Despite our best efforts, Ben Hill County didnot meet the state targetsfor preschool LRE or developmental outcomes:<br><br>
Indicator 6 – Preschool Least Restrictive Environment<br><br>
●6A (Regular Early Childhood Program): 23.26% (Target ≥ 34.54%) –Did Not Meet<br><br>
●6B (Separate Placements): 76.74% (Target ≤ 39.32%) –Did Not Meet<br><br>
●6C (Home): 0.00% (Target ≤ 1.53%) –Met<br><br>
Indicator 7 – Preschool Outcomes
<table>
<tr><th>Area</th><th>Summary State 1</th><th>Summary State 2</th></tr>
<tr><td>7A Social-Emotional Skills</td><td>55.56% (Target ≥ 84%)</td><td>25.00% (Target ≥ 66%) –Did Not Meet</td></tr>
<tr><td>7B Acquisition of Skills</td><td>40.00% (Target ≥ 86%)</td><td>10.00% (Target ≥ 49%) –Did Not Meet</td></tr>
<tr><td>7C Use of Appropriate Behaviors</td><td>61.11% (Target ≥ 84%)</td><td>35.00% (Target ≥ 72.20%) –Did Not Meet</td></tr>
</table>
These outcomes emphasize the need for expanded inclusive placements, more intentional instruction in communication and behavior, and improved social-emotional learning supports.<br><br>
LEA Procedures and Services for Ages 3–5<br><br>
BHCS offers afull continuum of services and placement optionsbased on individual student IEPs:<br><br>
●Inclusive Preschool Classrooms: Located at Ben Hill Preschool Center, co-taught by general and special education teachers and aligned with Bright from the Start guidelines.<br><br>
●Self-Contained Special Education Preschool Classrooms: For students with more intensive needs.<br><br>
●Speech/Language Only Services: Delivered via itinerant model at daycares, Head Start, and in district facilities.
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IDEA Performance Goals:

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| | ●Therapy Services: Occupational and physical therapy are provided as related services per IEP team determination.<br><br>Service Locations Include:<br>● Ben Hill Preschool Center<br>● Local private daycares<br>● Coastal Plains Head Start<br>● Limited home-based services (as required by IEP)<br><br>BHCS ensures students receive instruction in the least restrictive environment appropriate for their needs and will continue working to expand access to inclusive settings.<br>Staff Assigned to Support Preschool Students with Disabilities<br>●Early Childhood Special Education Teachers: Appropriately certified and trained in inclusive and differentiated instruction.<br>●Paraprofessionals: Assigned to classrooms based on IEP-driven needs.<br>●Speech, OT, PT Providers: Deliver services in both pull-out and push-in models.<br>●Behavioral Support Specialist & Contracted BCBA: Assist in development of FBAs and BIPs, model strategies, and support classroom implementation.<br>●Preschool Program Coordinator: Oversees compliance, programming, and interagency collaboration.<br><br>Collaboration with Outside Agencies<br>BHCS continues strong partnerships with:<br>●Babies Can't Wait (BCW): Coordinated transition meetings and referrals.<br>●Coastal Plains Head Start: Shared service delivery at Head Start sites or transportation to the Preschool Center.<br>●Local Pediatricians, Daycares, Health Department: Ongoing Child Find outreach with flyers, brochures, and referrals.<br>●Jessamine Place, Vocational Rehabilitation, High School High Tech(for transition planning at upper levels). |

IDEA Performance Goals:

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| | Training and Professional Development<br>Staff received and will continue to receive training in:<br>● Early intervention strategies<br>● Embedding instruction in inclusive settings<br>● Behavior supports and FBA/BIP development<br>● Communication and early literacy techniques<br>● Transition planning from BCW to LEA preschool<br><br>Behavioral and instructional coaching is reinforced by both district specialists and contracted consultants (including a certified BCBA).<br>Parent Engagement and Training<br>In response to FY24 Annual Parent Survey feedback, BHCS:<br>● Conducted training sessions on IEPs, behavior intervention, and early transition.<br>● Hosted community-based family events includingCareers on Wheels,Community Helpers Day, and field trips.<br>● Provided agency resource nights withVR,Jessamine Place, and other service providers.<br><br>Future plans for FY25 include:<br>● LaunchingPreschool Parent Newsletters<br>● Offeringliteracy- and behavior-based parent workshops<br>● Expanding collaboration with Head Start and Babies Can't Wait for joint family engagement activities<br><br>Improvement Strategies for FY25<br>To address LRE and outcome gaps:<br>●Increase inclusive placementsthrough expansion of co-taught classrooms and blended models.<br>●Embed Tier 1 social-emotional and language instructionacross all preschool classrooms. |

IDEA Performance Goals:

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| | ●Expand use of data toolsfor measuring progress in preschool IEP goals.<br><br>●Continue partnering with behavior consultantsto address student behavior challenges early and proactively.<br><br>Conclusion<br><br>While Ben Hill County Schools did not meet several FY24 preschool targets, we are actively implementing responsive and forward-thinking strategies to improve early outcomes for children with disabilities. By strengthening inclusive access, deepening community partnerships, and empowering staff and families, we are laying the foundation for every young learner to grow, connect, and thrive—starting in preschool. |

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| Describe how the district will meet the following IDEA performance goals:<br>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.<br>What specific activities align with how you are providing FAPE to children with disabilities?<br>Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided | IDEA Performance Goal 3: Improve the Provision of FAPE to Students with Disabilities<br>Ben Hill County Schools (BHCS) remains fully committed to ensuring that all students with disabilities receive a Free and Appropriate Public Education (FAPE) in accordance with IDEA and Georgia Board of Education Rules. Our approach is grounded in individualized supports, high expectations, multi-tiered systems of support, and collaborative instructional planning. We work intentionally to remove barriers to learning and ensure meaningful access to the general education curriculum for all students with disabilities (SWDs).<br>Training on IEP Procedures and Instructional PracticesAll educators—general and special education—receive consistent, comprehensive professional learning on eligibility, IEP development, instructional practices, and compliance:<br>●Annual SPED Compliance & Best Practices Trainingis required for all staff and delivered through Schoology. Modules include:<br>ul<br>● FAPE and LRE Foundations<br>● Confidentiality, Discipline, and Parent Rights under IDEA<br>● Accommodations/Modifications in Practice<br><br>2024–2025 Targeted Trainingsinclude:<br>●Effective Co-Teaching,Specifically Designed Instruction, andDiscipline & SPED Law for Admin– Dr. Sims<br><br>●Impacting SWDs with SDI,Sustaining IEPs, andIEP Goal Writing– CPRESA<br><br>●Defensible IEPsandScenario-Based IEP Planning– Parker Poe |

IDEA Performance Goals:

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| | ●Understanding Autism– Synergy Behavior Consulting<br><br>New Teacher Orientationincludes sessions on IEP procedures, compliance responsibilities, accessing IEPs, and understanding FAPE.<br>Special education teachers are required to becomecontent certifiedin the subjects they teach to ensure they can deliver instruction aligned with grade-level standards and IEP goals—especially in resource settings.<br>Ensuring the Least Restrictive Environment (LRE)LRE is ensured through a data-driven, student-centered IEP process. IEP teams analyze each student's progress, assessments (MAP, Acadience, GAA, behavior data), and present levels to determine the most appropriate placement.<br>Ben Hill County did not meet the FY24 state target for students served in the general education setting ≥80% of the day. However, our commitment to individualized decision-making means that we provide access to the full continuum of services when skill gaps significantly impact learning and progress.<br>We are seeing increased needs for small-group instruction post-COVID, and our data continues to support flexible placements, including resource or co-taught models, to close these learning gaps.<br>We maintain ongoing efforts to improve inclusive practices while respecting the necessity of individualized LRE determinations.<br>Continuum of Services for SWDsBHCS offers a full continuum of IDEA-compliant service options to meet diverse needs:<br>●Consultative and Itinerant Services<br><br>●Co-Taught General Education Classrooms<br><br>●Small-Group/Resource Classes<br><br>●Self-Contained Mild, Moderate, and Severe Classrooms<br><br>●Community-Based Instruction and Job Readiness for Transition-Age Students<br><br>●Behavior Support Programs and FBA/BIP Interventions<br><br>●Alternative Education Programswith certified SPED staff (Discovery School 4:00–8:00 PM model)<br><br>●Homebound and Hospital Servicesas required by medical need<br><br>These placements are reviewed annually (at minimum) and supported by certified teachers, paraprofessionals, and related service providers.<br>Sharing and Implementation of Accommodations and ModificationsFAPE includes not only access but meaningful participation. To ensure accommodations are implemented with fidelity: |

IDEA Performance Goals:

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| | ● Teachers access IEP-at-a-Glance documents through Infinite Campus with FERPA-compliant consent flags.<br><br>● Case managers deliver hard copies of updated accommodations and modifications to all relevant staff after meetings.<br><br>● Accommodations are discussed during PLCs and monitored through walkthroughs, lesson plans, and documentation checks.<br><br>● Quarterly fidelity checks by lead teachers and compliance coordinators ensure accommodations are actively in use and clearly documented.<br><br>Supervision and Monitoring for Compliance and Instructional QualityBHCS implements a multi-tiered general supervision system to ensure FAPE is delivered consistently:<br>●Lead Special Education Teachersat every school provide daily support and coaching for compliance, instructional strategies, and fidelity of services.<br><br>●Compliance Coordinators (PreK–5 and 6–12)support the IEP process, review files, monitor timelines, and guide school teams in IDEA-compliant practices.<br><br>●IEP Compliance Reviews and Auditsare conducted using GADOE-aligned rubrics for IEP quality, LRE justification, transition plans, and goals.<br><br>●Walkthroughs and Observationsby building administrators and central office staff are used to observe instruction, confirm accommodation implementation, and provide immediate feedback.<br><br>●IEP Team Collaboration Logsare maintained to document data-based decisions, shared planning, and progress toward goals.<br><br>●Corrective Action Plansare developed as needed to support schools in strengthening areas of noncompliance.<br><br>Looking AheadAs we continue to recover from pandemic-related academic gaps, our work remains focused on:<br>● Deepening our co-teaching capacity<br><br>● Strengthening progress monitoring practices<br><br>● Expanding inclusive service models where appropriate<br><br>● Improving student voice and family input during IEP development |

IDEA Performance Goals:

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| | The commitment from every level of BHCS—from classroom teachers to district leadership—is to ensure that every student with a disability is provided the access, opportunity, and support needed to succeed. |

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| Describe how the district will meet the following IDEA performance goals:<br>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.<br>How procedures and practices are implemented in your district to ensure overall compliance?<br>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 | IDEA Performance Goal 4: Improve Compliance with State and Federal Laws and RegulationsBen Hill County Schools (BHCS) is deeply committed to maintaining a high standard of compliance with all state and federal laws governing special education under the Individuals with Disabilities Education Act (IDEA). Our district recognizes that strong compliance systems are foundational to student rights, equitable access, and the delivery of a free and appropriate public education (FAPE). We have implemented a multi-layered compliance framework focused on accurate data reporting, timely correction of noncompliance, ongoing staff development, and robust supervision and monitoring procedures.<br>Procedures for Timely and Accurate Data SubmissionBHCS follows rigorous procedures to ensure all state-reported data and annual performance indicators are submitted on time and with precision:<br>●Dedicated Data Personnel: The Executive Director of Student Services oversees the accuracy of student-level data for FTE, IEP timelines, transitions, and discipline.<br><br>●Infinite Campus Compliance Flags: Used to track consent, IEP, and eligibility due dates; flags are updated by compliance coordinators and monitored monthly.<br><br>●Data Validation Meetings: Scheduled prior to each major state reporting cycle (FTE, Student Record, Discipline) to review for errors, missing data, or anomalies.<br><br>●Yearly GLRS Checklists and DOE Monitoring Rubrics: Used to cross-verify internal data with GADOE submission requirements.<br><br>BHCS has consistently met 100% of state targets for timely and accurate data submission in recent Annual Performance Reports.<br>Correction of Noncompliance (IEPs, Transition Plans, etc.)When noncompliance is identified—whether through internal review, state monitoring, or formal complaints—BHCS follows a clear and documented plan for correction:<br>●IEP File Reviews: Conducted regularly using state-aligned rubrics for required IEP components, including transition plans, goals, and PLAAFPs.<br><br>●Corrective Action Plans (CAPs): Implemented immediately when patterns are detected. Individual teachers may be placed on a documented support plan. |

IDEA Performance Goals:

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| | ●Re-Training and Follow-Up: Teachers are required to revise and correct identified issues. Compliance staff then recheck for full resolution within required timelines.<br><br>●Verification of Correction: No correction is marked complete until documentation is received and reviewed by the compliance coordinator and/or Executive Director.<br><br>In alignment with GADOE expectations, BHCS ensures all noncompliance is corrected as soon as possible, but no later than one year from identification.<br>Professional Learning for Compliance and Data IntegrityBHCS provides both system-wide and targeted professional learning opportunities to support legal compliance and accurate documentation practices:<br>●Annual Required Modules via Schoology(all staff):<br>ul<br>● IDEA & FAPE Foundations<br><br>● Timelines for IEPs, Evaluations, and Reevaluations<br><br>● Discipline and Procedural Safeguards<br><br>● IEP Implementation and Accommodations<br><br>Compliance-Specific Trainings (2024–2025):<br>●Defensible IEPs and Scenario-Based Training(Parker Poe)<br><br>●Transition Planning and Indicator 13 Compliance(CPRESA)<br><br>●SPED Data & Timeline Accuracy for Admins and Coordinators<br><br>●Discipline and MDR Compliance for Building Leaders<br><br>GLRS and Legal Partnership: BHCS regularly partners with Coastal Plains GLRS and legal consultants to provide workshops and legal updates based on state findings and emerging best practices.<br>Supervision and Monitoring to Ensure ComplianceBHCS utilizes a layered compliance structure to maintain oversight across all levels:<br>District-Level Monitoring●Director of Student Services: Oversees all special education programming, compliance, due process, and corrective actions.<br><br>●Compliance Coordinators (PK–5 and 6–12):<br>ul<br>● Conduct routine audits of IEPs, eligibility files, and parent communications |

IDEA Performance Goals:

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| | ● Provide direct coaching and support to teachers, case managers, and school leads<br><br>● Attend eligibility and IEP meetings for high-profile or complex cases<br><br>School-Level Monitoring●Lead Special Education Teachers:<br>ul<br>● Monitor timelines for annual reviews, reevaluations, and progress reporting<br><br>● Conduct pre-IEP meeting reviews and post-meeting documentation checks<br><br>● Support compliance in Child Find, transition plans, discipline processes, and FBA/BIP development<br><br>Building Administrators:<br>● Participate in compliance walkthroughs and accommodation checks<br><br>● Ensure co-teaching and resource instruction meet LRE and SDI expectations<br><br>General Supervision Process● Monthly SPED Lead Meetings (Systemwide)<br><br>● Quarterly IEP Quality Audits<br><br>● Annual SPED Manual Updates and Staff Acknowledgment Form<br><br>● Fidelity Logs for Progress Monitoring and Accommodations<br><br>● Immediate action plans when systemic issues are detected<br><br>ConclusionBen Hill County Schools maintains a proactive and systematic approach to IDEA compliance. By embedding ongoing training, clearly defined procedures, and layered supervision into our culture, we ensure our practices not only meet legal standards but also support the educational success of every student with a disability. Through collaboration, accountability, and a shared sense of urgency, we continue to meet and exceed the expectations set forth by the Georgia Department of Education and federal IDEA regulations. |

# 4. REQUIRED QUESTIONS

## 4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and ProgrammingLEAs 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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| A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome | 100% transfer of FY26 Title IV, Part A funds |

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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 | 100% transfer of FY26 Title IV, Part A funds |

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| C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome | 100% transfer of FY26 Title IV, Part A funds |

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| D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome | 100% transfer of FY26 Title IV, Part A funds |

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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| 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. | For the FY26 school year BHCS plans on transferring 100% of Title IV funds to Title V.<br>For FY 26, a Parental Public Relations Specialist will continue to work with each department in the district to provide school-related information to the public through all types of media. This specialist will work with schools and departments to publicize parent meetings and workshop opportunities. BHCS will increase the number and relevance of parent meetings to be more transparent and to enlist the support of stakeholders. Inclusion of curriculum documents, pacing guides, assessment schedules will be added to the school system's website. Since Ben Hill has become a charter system each school has its own governance team. This team has been trained on their roles as the governance team for the school. Fitzgerald High School has combined it's governance team with their College and Career Academy Governance team in order to include more involvement from stakeholders. BHCS will continue to hold it's annual Education Summit where stakeholders from across the community (parents, higher ed. business partners, educators, etc) get together to discuss the needs of the community which includes the school system. |

# 4. REQUIRED QUESTIONS

## 4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

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| Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies | The intervention appeared effective but we will continue to adjust and revise some of the activities and strategies implemented. |

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| Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap. | Over the past year, our district has made a concerted effort to enhance student growth in ELA/Reading. Teachers, instructional coaches, and various leaders throughout the district collaborated to implement new instructional programs: Into Reading (K-5) and Into Literature (6-12). While we have observed some progress, our commitment to continuous improvement remains strong. We will continue to provide targeted professional development for teachers and leaders to support improved student outcomes. Additionally, we will maintain a strong focus on Professional Learning Communities (PLCs), using data analysis to guide planning for both remediation and acceleration. |

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| Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies | The intervention appeared effective but we would like to adjust or revise some of the activities and strategies implemented. |

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

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| Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap. | Our district has remained committed to improving student growth in mathematics. At the start of the FY25 school year, we implemented a new math curriculum, Into Math, across all grade levels (K-8). Throughout the year, professional learning was provided with a focus on research-based teaching strategies and strengthening Tier I instruction. Student progress was continuously monitored using curriculum-based measurements.<br>Academic PLC teams conducted data reviews ("data digs") every two to three weeks, enabling teams to make informed decisions about student placement within the appropriate tier of instruction. Each school implements a dedicated "What I Need" (WIN) time, during which Tier I, II, and III instruction is delivered. During WIN, students receive differentiated support from both general education and intervention teachers.<br>Enhancing the PLC process will remain a district-wide priority in the coming school year, as we strive to ensure all student receive targeted effective instruction. |

# 4. REQUIRED QUESTIONS

## 4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman website. (Add "No Participating Private Schools" as applicable.)

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| Title I, Part A | No Participating Private Schools |
| Title II, Part A | No Participating Private Schools |
| Title III, Part A | No Participating Private Schools |
| Title IV, Part A | No Participating Private Schools |
| Title IV, Part B | No Participating Private Schools |
| Title I, Part C | No Participating Private Schools |
| IDEA 611 and 619 | No Participating Private Schools |