



# Comprehensive Needs Assessment 2025 - 2026 District Report



Bulloch 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	Charles Wilson
Multiple Program(s)	Federal Programs Director	Michael Powell
Multiple Program(s)	Curriculum Director	Kelly Spence
Multiple Program(s)	School Leader (#1)	Rob Lindsey
Multiple Program(s)	School Leader (#2)	Bernard Bodison
Multiple Program(s)	Teacher Representative (#1)	Anna Swint
Multiple Program(s)	Teacher Representative (#2)	Plysheltia Drayton
McKinney-Vento Homeless	Homeless Liaison	Keith Wilkey
Neglected and Delinquent	N&D Coordinator	Michael Powell/Keith Wilkey
Rural	REAP Coordinator	Michael Powell
Special Education	Special Education Director	Jeff Tysinger
Title I, Part A	Title I, Part A Director	Michael Powell
Title I, Part A	Family Engagement Coordinator	Sharon Wilkins
Title I, Part A - Foster Care	Foster Care Point of Contact	Hanson Polk
Title II, Part A	Title II, Part A Coordinator	Kelly Spence
Title III	Title III Director	Michael Powell
Title IV, Part A	Title IV, Part A Director	Michael Powell
Title I, Part C	Migrant Coordinator	Linda Cortes

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Teresa Phillips
Multiple Program(s)	Testing Director	Sandra Kirby
Multiple Program(s)	Finance Director	Alison Boatright
Multiple Program(s)	Other Federal Programs Coordinators	Linda Cortes
Multiple Program(s)	CTAE Coordinator	Bethany Gilliam

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Dawn Tysinger
Multiple Program(s)	Principal Representatives	
Multiple Program(s)	High School Counselor / Academic Counselor	
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	Rosa San Juan
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Linda Cortes
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	Sandra Adams
Title II, Part A	Bilingual Parent Liaisons	Nelly Akins
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Liz Williams
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	
Title IV, Part A	Faith-Based Community Leaders	

## 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)	Isley Simpkins / Brayden Wilkey
Multiple Program(s)	Private School Officials	Kim Burnette
Migrant	Out-of-School Youth and/or Drop-outs	Linda Cortes / Nelly Akins
Title I, Part A	Parent Representatives of Title I Students	Crystal Simpkins
Title I, Part A - Foster Care	Local DFCS Contacts	Vickie Horton
Title II, Part A	Principals	Rob Lindsey
Title II, Part A	Teachers	Chris Clark
Title II, Part A	Paraprofessionals	Chaquana Raymond
Title II, Part A	Specialized Instructional Support Personnel	Beth Cannon
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Alisa Leckie
Title III, Part A	Parents of English Learners	Yesenia Hoyo

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Sonya Ross
Multiple Program(s)	Technical, College, or University Personnel	Meca Williams-Johnson
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Beth Spence
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	Yesenia Hoyo

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	Kim Robinson
Special Education	Parents of a Student with Disabilities	Linda Cortes
Special Education	Parent Mentors	Faye Blythe
Title II, Part A	School Council Members	Beth Spence

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>By utilizing the guidance provided by GaDOE, stakeholders were selected to represent varied perspectives. District leadership met in person and communicated through digital means during March through May, 2024 to prepare our CLIP Dashboard. This dashboard hosted on a Google Site, compiled artifacts of implementation and effectiveness for each action step for our three overarching needs and is a "one stop" location for our CLIP Team Members and Stakeholders to access data, view artifacts, and provide feedback on the CLIP. The CLIP Dashboard was presented at a public meeting on May 14, 2024 where all Team Members and Stakeholders received an invitation to attend. Anyone who could not attend was emailed after the meeting and provided an opportunity to be a part of the process. Feedback from our Team Members and Stakeholders at this meeting on utilizing our CLIP Dashboard as a means to communicate was extremely positive. Stakeholders felt the information was easy to digest and timely allowing them to provide useful feedback. We accepted feedback at the meeting and provided a three-week feedback period through the remainder of May. On June 20, 2024 district leaders from all departments met to review the feedback provided by the CLIP Team Members and Stakeholders. Goals, action steps, and methods of monitoring implementation and effectiveness were revised based on feedback. School SIP goals/actions steps were crosswalked with the district goals/actions steps in order to ensure vertical alignment between school and district goals and initiatives. Continuous feedback for the CLIP is also collected from school councils, from Principals during monthly Principal meetings, from school leadership teams during the annual school improvement workshops, school level periodic reviews,</p>
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	and from district support staff during district and school PLCs.
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<p>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?</p>	<p>Parents and the community at large are given multiple opportunities throughout the year (each year) to provide input regarding the district's needs. Parent surveys, parent committees and public meetings are just some of the ways that parents can provide meaningful input. All required stakeholders, and many recommended stakeholders, were invited to the CLIP input meeting on May 14, 2024, where our CLIP Dashboard was shared. This dashboard provided timely information on the overarching needs, goals, action steps, and current evidence of effectiveness for stakeholders to review. Stakeholders provided feedback during the meeting and were also given three weeks to provide feedback via Google forms, email, or personal contact. Information for collecting feedback was also shared via public distribution to all employees, parents, and the community at large.</p>
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## 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 capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.21
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.08
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.	2.11
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores.	

## 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.	2.12
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.	2.17
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.08
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.	2.05
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.	2.05
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.	2.11
<p>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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.&lt;br&gt;</p>	

## 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, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.21
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.	2.26
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.08

## 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.	2.11
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.05
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.05
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.	2.21
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.37
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## 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.	2.32
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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 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.	2.11
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.05
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.05
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.	2.21
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.37
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## 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.	2.28
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.	2.32
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.16
<p>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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.&lt;br&gt;</p>	

## 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.	2.26
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.37
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores. 	

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.	2.16
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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 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.	2.21
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.	2.26
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.08
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.	2.11
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.05
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.05
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.	2.21
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.37
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## 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.	2.28
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.	2.12
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.	2.17
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.08
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.	2.05
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.	2.05
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.32
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.	2.11
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.	2.32
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.16
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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 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).

<p>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]</p>	<p>Student responses on the 2024 Georgia Student Health Survey were used for student perception data. At the elementary level, data were taken from the School Connectedness section. At the middle and high school levels, data were taken from the School Connectedness, Adult Social Support, and School Safety sections. Parent perception data were taken from the Title 1 Parent Engagement Survey. Perception data was also taken from the CLIP stakeholder feedback surveys collected in May/June, 2024 and the Title I Parent Survey collected in February - March, 2024.</p>
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<p>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?")</p>	<p>Based on the 2024 Georgia Student Health Survey, the following highlights were noted:</p> <ul style="list-style-type: none"> <li>● 78% of third through fifth graders in the district report feeling safe at school</li> <li>● 87% of third through fifth graders in the district report feeling respected by their teachers</li> <li>● 96% of third through fifth graders in the district report that report that their school wants them to do well</li> <li>● 94% of third through fifth graders in the district report that their school has clear rules for behavior</li> <li>● 76% of sixth through twelfth grade students in the district report feeling connected within their schools</li> <li>● 72% of sixth through twelfth grade students in the district report feeling respected by their teachers</li> <li>● 78% of sixth through twelfth grade students in the district report that the fit in in their schools</li> </ul> <p>Based on the 2024 Georgia Student Health Survey, the following opportunities for growth were noted:</p> <ul style="list-style-type: none"> <li>● 50% of third through fifth graders in the district report liking school</li> <li>● 43% of third through fifth graders in the district report that students behave in their classes so teachers can teach</li> <li>● 29% of sixth through twelfth grade students in the district report feeling unsafe on the way to school</li> <li>● 55% of sixth through twelfth grade students in the district report looking forward to school</li> </ul> <p>In order to address the opportunities for growth noted within the 2024 Georgia Student Health Survey results, the following actions will be taken in the upcoming year:</p> <ul style="list-style-type: none"> <li>● Continued emphasis on the refinement and implementation of the MTSS behavior process</li> </ul>
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	<ul style="list-style-type: none"> <li>● Implementation of PBIS at some district middle schools</li> <li>● Continued support for students by SEL specialists and behavior interventionists at many elementary, middle, and high schools</li> <li>● Newly developed role of behavior support technicians to support schools in their MTSS and behavior intervention processes</li> <li>● Intensive support for schools in the development of Tier 3 behavior plans</li> <li>● Development of a virtual library of teacher strategies for addressing challenging behaviors</li> <li>● Continued provision of the Character Strong program to support the social and emotional development of students at all levels</li> </ul> <p>Parent perception data from the Title 1 Parent Engagement Survey indicated the following:</p> <ul style="list-style-type: none"> <li>● Parents expressed a desire for more consistent, frequent, and positive communication from their respective schools.</li> <li>● Parent engagement varies greatly across schools.</li> <li>● Over 70% of participating parents felt that their child's school does extremely well or quite well at creating a welcoming environment for parents.</li> </ul>
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<p>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)</p>	<p>Process data were analyzed to support the school climate trends including participation in a variety of academic programs, student extracurriculars, skills conferences offered through CTAE programs, and various PTO events throughout the years. District personnel also analyzed the results from surveys administered by the family engagement specialists and student participation data in external mental health services.</p>
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<p>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?")</p>	<p>The district continues to hold parent involvement in high regard and strives to include parents as equal partners in their child's education as we seek to teach students, parents, and staff members, it has contributed to positive climate, a greater sense of belonging, and school connectedness during the school day, as well as when they are transported to and from school.</p> <p>Based on the analysis of the feedback gathered from parents, students, and staff through various surveys, the process data tells us that students need support with social and emotional learning, particularly in regard to coping, emotional regulation, and developing agency for the purpose of self advocacy. Schools and support staff will need support in creating a school environment that is conducive to learning and psychological safety.</p> <p>Data from FY24 indicates that students enrolled in Bulloch County Schools participated in many enrichment, career, and exploratory</p>
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	<p>classes:</p> <p>Percentage of elementary school students enrolled in Bulloch County Schools participating in:</p> <p>Fine Arts: 98.87%  World Language: 0.85%  Career Exploration: 0.02%  Computer Science: 0.02%</p> <p>Percentage of middle school students enrolled in Bulloch County Schools participating in:</p> <p>Fine Arts: 66.40%  World Language: 1.61%  Physical education / health: 82.31%  Career Exploratory: 58.10%  Computer Science: 5.9 %</p> <p>Percentage of high school students enrolled in Bulloch County Schools participating in:</p> <p>Advanced Academic: 34.32%  Fine Arts: 21.38%  World Language: 0.98%</p> <p>div dir="ltr" For FY24, 1507 students took at least 1 CTAE course (number of unique students) at one of our 3 high schools. Additional data:</p> <ul style="list-style-type: none"> <li>● Work-Based Learningul</li> <li>● Number of students: 340</li> <li>● Earned by students:\$1,711,263</li> <li>●Number of employers: 285</li> <li>●Number of hours worked: 166,301</li> <li>●Number of partners: 322</li> </ul> <p>CTAE Discovery Events:● Number of events: 8</p> <ul style="list-style-type: none"> <li>● Number of students: 915</li> <li>● Number of partners: 18</li> </ul> <p>Students taking at least 1 HS CTAE course: 1507Career Clusters: 13Career Pathways: 35Dual Enrollment Participants: 533Students identified as Accelerated Career Diploma: 58</p>
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<p>What achievement data did you use?</p>	<p>Our district uses achievement data to determine how our students and schools are performing. Achievement data is disaggregated by schools, student demographic groups, teacher and classroom. Teachers examine data to screen, diagnose, and to inform instruction. Leaders and teachers analyze data to inform decisions. Our primary achievement data sources are:</p> <p>Georgia Milestones End-of-Grade and End-of-Course assessments  GAA 2.0</p>
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	ACCESS/Alternate ACCESS GKIDS 2.0 i-Ready Reading and Mathematics Diagnostics
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<p>What does your achievement data tell you?</p>	<p>Our district's challenges are low performance in reading and math proficiency and low graduation rates.</p> <ul style="list-style-type: none"> <li>● 4 year trend data (2021 to 2024) from i-Ready K-8 Reading Diagnostic scores shows that three domains (Vocabulary, Comprehension: Literature, and Comprehension: Informational Text) are areas of improvement.</li> <li>● 4 year trend data (2021 to 2024) from i-Ready K-8 Mathematics Diagnostic scores show that two domains (Algebra and Algebraic Thinking and Geometry) are areas of improvement.</li> <li>● 4-year graduation rate trend data for 2022 (86.0) and 2023 (89.1) shows improvement, but continues to be an area of growth.</li> <li>● Based on CCRPI trend data there is a continued need to close the achievement gap, especially for students with disabilities.</li> <li>● The district has focused on increasing the percentages of students scoring Proficient and Distinguished on the Georgia Milestones assessment (EOG/EOC). The district is slightly below the state in all areas of content mastery although there was an increase in math and science content mastery scores. ELA continues to be an area of need. Spring 2023 GMAS ELA results show that the percent of Proficient and Distinguished levels is low for each group of students (3rd 33.1%, 5th 39.8%, 8th 38.8%, and HS 37.6%). Literacy initiatives are being implemented across the district for phonics and guided reading. Spring 2024 GMAS Math results will not be released until later in September 2024. Math trend data shows a need to increase math skills at all grade levels, especially in Algebra. (Spring 2023 Math Proficient and Distinguished: 3rd-8th grade 35.4% and Algebra 25.0%). The rigor associated with Tier I instruction remains a weakness throughout the district in both ELA and Math. Professional development and support will be provided for schools implementing Literacy initiatives, Teacher Clarity, and SDI.</li> </ul> <p>2023 CCRPI ELA and Math Subgroup performance (DNM):</p> <ul style="list-style-type: none"> <li>● Subgroups that did not make progress and did not meet improvement targets in ELA:             <ul style="list-style-type: none"> <li>li dir="ltr"Subgroups that did not make progress and did not meet improvement targets inli dir="ltr"Math:Elementary (none)</li> <li>li dir="ltr"Middle (Hispanic)</li> <li>li dir="ltr"High (All students, Black, Hispanic, Multi-racial)</li> </ul> </li> </ul> <p>Bulloch County Schools will increase the percentage students scoring at proficient or distinguished on the Georgia Milestones ELA assessment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Student Group</th> <th style="width: 10%;">Assessment</th> <th style="width: 10%;">2023 (baseline)</th> <th style="width: 10%;">2024 target</th> <th style="width: 10%;">2025 target</th> <th style="width: 10%;">Goal - 2026</th> </tr> </thead> <tbody> <tr> <td>3rd grade students</td> <td>EOG ELA</td> <td>33.1%</td> <td>35.1%</td> <td>37.0%</td> <td>38.9%</td> </tr> <tr> <td>5th grade students</td> <td>EOG ELA</td> <td>39.8%</td> <td>41.6%</td> <td>43.4%</td> <td>45.1%</td> </tr> <tr> <td>8th grade students</td> <td>EOG ELA</td> <td>38.8%</td> <td>40.6%</td> <td>42.4%</td> <td>44.1%</td> </tr> </tbody> </table>	Student Group	Assessment	2023 (baseline)	2024 target	2025 target	Goal - 2026	3rd grade students	EOG ELA	33.1%	35.1%	37.0%	38.9%	5th grade students	EOG ELA	39.8%	41.6%	43.4%	45.1%	8th grade students	EOG ELA	38.8%	40.6%	42.4%	44.1%
Student Group	Assessment	2023 (baseline)	2024 target	2025 target	Goal - 2026																				
3rd grade students	EOG ELA	33.1%	35.1%	37.0%	38.9%																				
5th grade students	EOG ELA	39.8%	41.6%	43.4%	45.1%																				
8th grade students	EOG ELA	38.8%	40.6%	42.4%	44.1%																				

	Full Year Am Lit students	EOC AmLit	37.6%	39.5%	41.3%	43.1%
	Bulloch County Schools will increase the percentage students scoring at proficient or distinguished on the Georgia Milestones Mathematics assessment:					
	Student Group	Assessment	2023 (baseline)	2024 target	2025 target	Goal - 2026
	3rd-8th grade students	EOG Math	35.4%	37.3%	39.2%	41.0%
	Full Yr Algebra students	EOC Algebra	25.0%	27.3%	29.5%	31.6%
	Bulloch County Schools will increase its graduation rate:					
	Student Group	Measure	2023 (baseline)	2024 target	2025 target	Goal - 2026
	9th-12th grade	Grad Rate	89.1%	89.5%	89.8%	90.1%

What demographic data did you use?	<p>Our primary demographic data sources are:</p> <ul style="list-style-type: none"> <li>Infinite Campus (school/program enrollment)</li> <li>FTE</li> <li>DRC INSIGHT reports</li> <li>SLDS</li> <li>CCRPI reports</li> <li>Attendance data</li> <li>GOSA reports</li> </ul>
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What does the demographic data tell you?	<p>The most recent FTE enrollment count in March 2024 was 11,024 students (5,500 females/5,524 males). Trend data for the past five years shows a gradual increase in enrollment. However, the race/ethnicity percentages of the student population has remained relatively the same over the past five years. The 2023 Bulloch County Schools student population was 48% white, 38% Black, 8% Hispanic, 5% Multiracial, and 2% Asian. There has been an increase in the number of Students with Disabilities (16.3%) and Economically Disadvantaged (65.4%) in 2023. The number of students identified as Remedial Education in Grades 6-8 (33.3%) and Grades 9-12 (10.7%) has also increased in 2023.</p> <p>The district has focused on increasing the percentages of students scoring Proficient and Distinguished on the Georgia Milestones ELA and Math assessments (EOG/EOC). The district is slightly below the state in all areas of content mastery, although there was an increase in math and science from the previous year. The SWD subgroup has the</p>
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highest percentage of students scoring Beginning Learner in ELA and Math. The percentage of SWD students scoring at the Beginner level for ELA is 64.22% (Elementary), 68.24% (Middle), and 75.22% (High). The percentage of SWD students scoring at the Beginner level for Math is 52.96% (Elementary), 59.89% (Middle), and 67.35% (High).

While the district rates for assignment to ISS and OSS are lower than state averages, some distinctions by demographics do exist. Black students overall are assigned to both ISS and OSS at a greater percentage than their white peers. In addition, black female students are receiving OSS at higher rates than their white female counterparts.

### 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

<p>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?</p>	<p>Professional Learning Communities (PLC) are the catalyst for instructional development. Teachers collaborate and plan together to build clarity on grade level expectation and standards. They use student data to make determinations on instructional shifts and remediation/enrichment needs of students. A framework for deconstructing state standards is needed to guide teachers through the work of understanding what standards are asking them to teach and students to learn. The district will utilize the Corwin Teacher Clarity Framework to provide teachers with a process to strengthen both the PLC process and Tier 1 instruction across all contents. District behavior data indicates a need for teacher development for supporting students' varying social, emotional and behavioral needs. Both Tier 1 and intervention supports will be addressed through the use of school based SEL specialists and Behavior Interventionists.</p>
<p>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?</p>	<p>PLCs drive teaching and learning at the building level. Needs assessments are given to teachers to determine professional development needs. Monthly principal meetings support organizational cohesiveness and provide opportunities for professional dialogue centered around school improvement, curriculum and instruction, assessment and accountability, and student support. Further efforts from the district will be given to schools to support teacher and leader effectiveness through the Teacher Leadership Academy and Assistant Principal Cohort.</p> <p>All schools develop school improvement plans with specific initiatives that they report on at least twice per school year during the periodic review with the superintendent and his district team. The district monitors each school's progress of their School Improvement Plan through the completion of their Impact Check that is presented during their individual periodic reviews. The school improvement team audits the school improvement plans and provides feedback on the plans as necessary. The team looks for a correlation between school achievement data, self-reported ratings on the Comprehensive Needs Assessment, and identified school improvement goals.</p>

## Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>A review of the 2023-2024 iReady data and previous student achievement data indicates that teachers need support in developing and implementing Tier 1 instructional strategies aligned to grade-level expectations and standards for both math and ELA. There is also a need for support for best practices in providing differentiation for students of all subgroups including ESOL, SpEd, and Tier 2/3. A continued effort around reading instruction is necessary, as 2023-2024 Spring iReady data indicates that 47% of students in grades K-8 are reading below grade level. Teachers need support with instructional strategies for effective reading instruction, specifically for basic foundational literacy skills. With the increase in student mental health concerns, teachers require tools and strategies to help support students with regulating their behaviors and increasing their coping skills.</p>
<p>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?</p>	<p>Continued efforts of the literacy council and the career workforce steering committee have been an area of focus in developing stakeholder and community engagement in the past three years and will continue to be so in the upcoming school year. The District is continuously working to improve communication with our families. The use of social media and technology to reach our families should be improved and expanded. We also see the need to be more creative and more accommodating with our outreach opportunities especially with our "non-traditional" families." Newsletters focusing on literacy, career readiness, fine arts, and summer learning activities are provided throughout the year.</p>
<p>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?</p>	<p>Employee wellness is a recognized need in the district. This is addressed at the district level through the provision of an Employee Assistance Program and an annual Employee Benefits and Wellness Fair. Individual schools also engage in efforts to support employee wellness and morale through incentive and recognition programs.</p> <p>With regard to students, mental health challenges are recognized as an increasing need across the district and at all school levels. The district will continue to partner with external mental health agencies to provide counseling services for students within the schools to provide wraparound services. The district has also developed a new Suicide Prevention Committee to track suicide risk assessments on a monthly basis to provide support to schools with high rates of suicidality and to monitor and provide services to students who appear to be at especially high risk. The social work department is actively engaged in supporting students and their families by providing connections to community resources for health, wellness, and economic support. They are especially supportive of students who are at risk due to foster care or McKinney-Vento status.</p>

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

	<p>Finally, refining the processes and procedures with MTSS will be a continued focus during the upcoming year.</p>
<p>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?</p>	<p>The district's population is growing, particularly in the south end of the county. Facility plans include additional and renovated school buildings in this area of the county. During the June 2023 BOE work session, the board voted to build a new 2,500 - 3,000 student capacity high school to replace the current Southeast Bulloch High School. The current Southeast Bulloch Middle School will relocate to the current Southeast Bulloch High School Facility, and the current Southeast Bulloch Middle School will house a new upper elementary level school. These facility additions are expected to take five years to complete.</p> <p>Based on the FRL001 Free &amp; Reduced Lunch Eligibility Report, all Bulloch County Schools qualify for Title I funding with no waivers necessary. The average FRL percentage for all schools is 69.25% with seven of the 15 schools having a FRL percentage of 80% or higher. In prior years, only two schools (LCE and LCM) qualified for the Community Eligibility Provision status (CEP). For the upcoming year, the number of CEP schools will increase 200% to six total schools (LCE, LCM, MLES, MCES, PES, WJMS).</p>
<p>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?</p>	<ul style="list-style-type: none"> <li>● Across the district there is a need to increase the percentage of students scoring at the Proficient and Distinguished Learner levels on GMAS.</li> <li>● Literacy instruction impacts all content areas as well as college and career readiness. There is a high percentage of students reading below grade level. Literacy instruction has been inconsistent across the district. As a result, initiatives to implement a comprehensive literacy program have begun with an emphasis on phonics and guided reading.</li> <li>● According to i-Ready Diagnostic results, low reading and math proficiency across the district are areas of growth. i-Ready data is highly correlated to GMAS data when it is implemented effectively. In the past two years, schools have administered the i-Ready Diagnostic in a more structured testing environment. This leads to more accurate instructional paths for students to fill gaps in their learning. In addition, teachers have received training on how to effectively monitor i-Ready instruction. When i-Ready is used correctly, teachers and leaders can confidently use the data to make informed decisions. Elementary and middle schools are recognized for overall student growth performance.</li> <li>● The district supports the PLC process. Effective PLCs improve teacher performance and create a learning environment for all students to succeed. Data analysis by the PLC identifies students that need remediation and enrichment. Teacher collaboration allows teachers to share best practices and to problem solve together to drive student achievement.</li> </ul>

## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>• The district will continue to provide academic support through professional development and guidance, including the implementation of the new math and ELA standards. In addition, implementing the requirements for the Georgia Early Literacy Act (HB 538) will help schools identify students who are struggling by measuring foundational literacy skills through a universal reading screener. Training for K-3 teachers on the science of reading, structured literacy, and foundational literacy skills (HB 538) will increase teacher knowledge and student outcomes.</li> <li>• Providing student tools to support self-regulation and coping, as well as a supportive learning environment, are also indicated as areas of need based on a review of student health surveys and an analysis of district-wide discipline data.</li> </ul>
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## IDEA - Special Education

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

Strengths	Bulloch County Schools provides a full continuum of services and supports throughout the 15 schools. The written guidance manual for special education includes procedures that align to the GA SPED rules and regulations. In addition, the manual has been vetted by the compliance unit at the GADOE.
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Challenges	Challenges include hiring and retaining special education teachers, high incidence of SWDs receiving special education services outside the general education setting, and a lower than expected graduation rate (full diploma). Although a districtwide focus has greatly impacted the challenge of absenteeism, we are working to lower or number of absences. This has been a strong focus for our schools and district and will remain a priority for the upcoming school year.
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Title I funds are leveraged well to address all subgroups (economically disadvantaged, low performers, EL, migrant, Foster, Homeless, N and D).
Challenges	<p>Insufficient student attendance which results in lower instructional time has continued to be a challenge district-wide in all grade spans. However, the district has defined this as a priority and provided an Attendance Support Manual to guide school-level efforts at improving attendance including active Attendance Support Teams at every school. These efforts have resulted in attendance improvement at most schools. Based on these improvements, the district (with support from school principals) has increased attendance targets for the upcoming school year.</p> <p>Students across all grade-levels struggle with literacy according to the 2023 CCRPI Readiness scores for At or Above Grade-Level Reading data:</p> <ul style="list-style-type: none"> <li>● Elementary - Overall 67.09%ul</li> <li>● ED 57.57%, EL 66.13%, SWD 34.07%</li> </ul> <p>Middle - Overall 65.24%● ED 57.15%, EL 54.65%, SWD 27.56%</p> <p>High - Overall 68.93%● ED 57.52%, EL Too few, SWD 20.35%</p>

## Title I, Part A - Foster Care

Strengths	<p>Among its social work department, Bulloch County Schools has a dedicated foster care liaison to facilitate the enrollment, transportation, and other needs of students in foster care. The foster care liaison holds weekly case management consultation meetings with key personnel within the school system to review incoming data and determine the appropriate educational placement for students in the timeliest of manners. At enrollment on a district campus, the foster care liaison works with school personnel to develop the Trauma Informed Education Services (TIES) Plan for each foster care student in accordance with HB 855. School personnel are requested to communicate any new or ongoing needs for the student with the foster care liaison.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I, Part A - Foster Care

Challenges	Due to the transient nature of some foster care students, tracking and receiving educational records in a timely manner can be a challenge.
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## Title I, Part A - Parent and Family Engagement

Strengths	A variety of family engagement opportunities are offered, multiple chances for family and community feedback, community resources are available, and family engagement specialists assigned to each school. Home visitation is provided by system social workers who work in collaboration with family engagement specialists and school counselors. Family Forums will be provided districtwide at each school with consistent topics covered that address issues in which families have identified as information they would like to receive. Family Engagement Specialists will also work with parents during Attendance Support Team meetings to plan strategies for getting their child to school consistently to remove the barrier of missed instructional days.
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Challenges	Communicating with at-risk families. Family Engagement Specialists servicing multiple schools spreads them thin and family resource centers have been consolidated into other into other others of the school due to space constraints.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through 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.)

Strengths	For FY25 BCS has 2 full-time and 3 part-time Migrant SSPs. The Migrant SSPs quickly identify and recruit migrant families so they can begin meeting the migrant family's needs as soon as possible. Migrant SSPs provide school readiness activities in the home for preschool students, tutoring within the schools for students in grades K-12 and provide customized support services for OSY and DO such as providing information and resources to them regarding pesticide and sun safety, language support and GED programs. A group of migrant parents regularly attend the PAC meetings and many families attend the College Experience. Our Migrant parents are connected through Talking Points to receive announcements about State and Regional PACs and other events or information. Our migrant parents are comfortable with contacting our SSPs for questions or concerns. Migrant SSPs build relationships with their students, and the majority of
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through 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.)

	students like the tutoring sessions.
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Challenges	BCS greatest challenges continue to be serving OSY and DO. Many dropouts were not successful in school and left it to work. Most are not interested in our services and want to be left alone. OSY students come and go quickly. It is hard to establish a relationship where you can provide services. In addition, these individuals need life skills, English instruction, and job training. Getting the resources to them is challenging since they move around and change living locations often. In addition, another challenge that we continue to face is that migrant students are performing well below their peers on county and state assessments in both reading and math, and we see a trend of new incoming migrant students who are also language learners. General Education Teachers and the Migrant SSP must work together to understand the needs of the migrant child and provide targeted instruction. Migrant SSPs have a large caseload and scheduling enough time with each student is challenging. For FY25 we hired another part-time tutor to reduce the caseload for each SSP.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	The district creates a Trauma Informed Educational Support (TIES) Plan for all students in N&D facilities. The district has redeployed a school social worker to serve as a point of contact for N&D Facilities when students are struggling at school, behaviorally or academically. The foster care / N&D point of contact coordinates tutoring services for students in N&D facilities.
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Challenges	N&D facilities fail to understand the difficulties faced when they enroll a student with no records, especially high school students. N&D facilities have the perception that students can begin school the same day they present themselves for initial enrollment. Even with the help of the foster care / N&D point of contact, obtaining school records from other districts can sometimes present a problem in timeliness (example: sending district on break, or the student has had multiple school moves with partial or no credit). N&D Facilities and the schools are not consistently reviewing the TIES Plan when the student exhibits new or existing behavior problems. N&D Facilities and the schools are not taking full advantage of utilizing the foster care / N&D point of contact.
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	N&D students especially in delinquent facilities tend to refuse additional tutoring when offered.
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## Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title II, Part A funds."

Strengths	Professional Learning initiatives have been successful and impactful in our district: PLCs, Teacher Leadership Academy, AP Cohort, New Teacher Induction, Behavior Interventions that Work, Teacher Clarity, Guided Reading
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Challenges	<p>There is a need for more time for teachers to collaborate across the district as we strive toward a guaranteed, viable curriculum from school to school. For the upcoming year, the district will be coordinating district wide grade/content level PLCs to work on the Teacher Clarity Framework.</p> <p>Work is also needed around the new standards and policy expectations for ELA. The district will be utilizing the Cox Campus modules to ensure all K-3 teachers have an understanding of foundational literacy and best practice for instruction. Teams will also work together to continue to unpack and learn the new standards before the roll out in FY26.</p>
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## Language Instruction for English Learners and Immigrant Students

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

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

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>ESOL- For the upcoming year, BCS has 10 full-time and 3 part-time dedicated and effective ESOL teachers, super supportive parents, strong differentiation within the ESOL classroom, and a strong district wide PLC. According to our data from the most recent ACCESS, 83.9% made some progress towards English proficiency. In addition, we offer flexibility in the models of services to accommodate the different needs of the students, and we utilize the Georgia Southern University to provide training for our General Education teachers and tutors for our EL students. We continue to have a full-time ESOL / Migrant Coordinator who works at the district level to coordinate services and provide support to all ESOL teachers and Migrant Student Support Providers and that will continue into FY25.</p> <p>Title III-Title III funds are braided with Title I-Migrant C and Title I-A to provide a four week summer program for students K-12. This summer program always has excellent attendance and is enjoyed by students and employees alike.</p>
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	No Postive Movement		Moved Less Than One Band		Moved One Band		Moved More Than One Band	
	2022 to 2023	2023 to 2024	2022 to 2023	2023 to 2024	2022 to 2023	2023 to 2024	2022 to 2023	2023 to 2024
Elementary	22.4	11.5	14.4	5.7	22.4	20.7	40.8	62.1
Middle	33.3	16.7	7.4	16.7	22.2	20.8	37.0	45.8
High	25.0	46.2	20.0	15.4	35.0	7.7	20.0	30.8
Overall	24.4	16.1	13.9	8.9	23.8	19.4	37.7	55.6

Challenges	<p>ESOL- Some of the challenges we face are scheduling services for middle and high school students, providing extra support for newcomers to support their language learning needs, increasing the number of ESOL endorsed teachers, and training general education teachers on teaching and grading strategies for EL students. In FY24 there was an increase in the number of immigrant students who don't speak English. We were able to purchase Rosetta Stone, a language learning program, to enhance the current ESOL instruction, but the newcomers need additional time to practice English. The influx of newcomers challenged teachers to find strategies to teach and grade them. High school and middle school schedules are challenging because of the different levels and needs. The developing students would benefit more from a push in model which can make it difficult to get students scheduled for the same class to provide this model, and newcomers need extra segments and support in their classes. For the upcoming year we did hire additional high school teachers to offer more flexibility in the scheduling to meet the diverse needs of the students. Some of the outlying schools with few students whose budgets are</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Language Instruction for English Learners and Immigrant Students

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

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

	<p>small would benefit from an innovative model where General Education Teachers become endorsed to help meet the needs of the English learner.</p> <p>Title III- With a minimal amount of Title III funds, the majority goes to partially funding a four week summer program for EL students K-12 to prevent summer learning loss and for teacher professional development during the school year. While the summer program and PD are worthwhile, additional funding might allow us to offer EL students across the district an opportunity to attend an after school language program with built in homework time and a time for hands on activities.</p>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>Bulloch County Schools has a social work department consisting of five school social workers who are trained and prepared to provide support for homeless children and youth. The social work department engages in outreach efforts to assist school personnel in identifying children and families experiencing homelessness. Upon referral of a family, school social workers conduct screenings to determine eligibility for McKinney-Vento services. Eligible students are offered immediate enrollment in schools and transportation is coordinated for their attendance when needed to participate in school activities. School social workers connect families to community resources including homeless shelters, rapid rehousing programs, and other resource access opportunities. The social work department has also collaborated with the YMCA to develop and implement a new summer camp experience for students who have McKinney-Vento status.</p>
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Challenges	<p>More efforts are needed to help school personnel understand the criteria for McKinney-Vento eligibility and to refer students and families to the school social work department who may meet those criteria.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
"100% transfer of FY25 Title IV, Part A funds."

Strengths	100% transfer of FY24 Title IV, Part A funds.
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Challenges	100% transfer of FY24 Title IV, Part A funds.
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## Title I, Part A - Equitable Access to Effective Educators

Strengths	Strong partnership with Georgia Southern gives us more access and convenience for recruitment.
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Challenges	Shortage of educators in the pipeline. In the past, it has been difficult for our system to compete with rising salary scales of outside industries and that trend continues.
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## Title V, Part B - Rural Education

Strengths	The flexibility to use these funds to support ongoing Title I-A, II-A, IV-A and parent involvement initiatives from the district level is a huge benefit to our schools and students.
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Challenges	None at this time.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 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	Need to improve literacy across the district
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	Unranked

Additional Considerations	
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Overarching Need # 2

Overarching Need	Need to improve math proficiency across the district
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	Unranked

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Need to increase graduation rate.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	Unranked

Additional Considerations	
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### 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 - Need to improve literacy across the district

##### Root Cause # 1

Root Causes to be Addressed	Students lack foundational early literacy skills necessary to support growth in reading.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Lack of focus on structured literacy
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 2

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of support for struggling students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Lack of teacher and leader capacity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Need to improve math proficiency across the district

Root Cause # 1

Root Causes to be Addressed	Foundational skills not taught in developmental progressions
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 1

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of support for struggling students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of teacher and leader capacity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 3

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Overarching Need - Need to increase graduation rate.

Root Cause # 1

Root Causes to be Addressed	Increase in student mental health concerns
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of clearly communicated expectations at all schools, classrooms, etc.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of a sense of belonging to a larger community
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Root Cause # 4

Root Causes to be Addressed	Lack of supports for struggling students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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## Root Cause # 5

Root Causes to be Addressed	Lack of teacher and leader capacity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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# District Improvement Plan 2025 - 2026



Bulloch County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bulloch County
Team Lead	Michael Powell
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	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)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	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	Need to improve literacy across the district
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of focus on structured literacy
Root Cause # 2	Lack of support for struggling students
Root Cause # 3	Lack of teacher and leader capacity
Root Cause # 4	Students lack foundational early literacy skills necessary to support growth in reading.
Goal	<p>Bulloch County Schools will increase the percentage of 3rd grade students scoring at proficient or distinguished on the Spring ELA GMAS End-of-Grade assessment by 3% from 33.1% in 2023 to 35.1% in 2024; to 37.0% in 2025; to 38.9% in 2026.</p> <p>Bulloch County Schools will increase the percentage of 5th grade students scoring at proficient or distinguished on the Spring ELA GMAS End-of-Grade assessment by 3% from 39.8% in 2023 to 41.6% in 2024; to 43.4% in 2025; to 45.1% in 2026.</p> <p>Bulloch County Schools will increase the percentage of 8th grade students scoring at proficient or distinguished on the Spring ELA GMAS End-of-Grade assessment by 3% from 38.8% in 2023 to 40.6% in 2024; to 42.4% in 2025; to 44.1% in 2026.</p> <p>Bulloch County Schools will increase the percentage of students scoring at proficient or distinguished for the full academic year on the American Lit GMAS End-of-Course assessment by 3% from 37.6% in 2023 to 39.5% in 2024; to 41.3% in 2025; to 43.1% in 2026.</p>

Equity Gap

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

Content Area(s)	ELA
Grade Level Span(s)	3 5 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Increase community awareness of the importance of foundational early literacy skills and access to books.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monthly literacy council meeting minutes, Literacy Council Action Plan, Number of books and information distributed during book bus book drops, parent education early literacy newsletters, increase in reading nooks across our community.
Method for Monitoring Effectiveness	Kindergarten readiness scores
Position/Role Responsible	Early Literacy Director
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Action Step # 1

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)?	Statesboro Bulloch County Regional Library, Altrusa of Statesboro, City of Statesboro Village Builders, East Georgia Regional Medical Center (Mother/Baby Unit), First Readers, Georgia Power Company, Georgia Southern University - College of Education, Kids World Learning Center, Safe Haven, YMCA of Statesboro
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Action Step # 2

Action Step	Implement structured literacy methodology and professional learning for all elementary schools.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign-in sheets from New ELA Standards Rollout Training, Course completion checklist for Georgia Literacy Academy, Guided Reading fidelity checks, Sign-in sheets from UFLI phonics training
Method for Monitoring Effectiveness	iReady reading diagnostic assessment data, running records growth data
Position/Role Responsible	Academic Support Department and school administrators
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	Provide support for teachers to implement effective interventions for remediation and enrichment. (Tier 3, SPED, ESOL, Honors)
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Honors classes walkthrough observations, district MTSS status meetings with schools, Formal and Informal observations, and ESOL lesson plans, Tier 3 program observations (READ180), ESOL classroom observations, ESOL sign-in sheets from professional development, sign-in sheets from SDI professional

Action Step # 3

Method for Monitoring Implementation	development, sign-in sheets from high school literacy training
Method for Monitoring Effectiveness	Tier 3 progress monitoring data, iReady reading diagnostic data growth by subgroup
Position/Role Responsible	Academic Support Department, school administrators, ESOL Coordinator, SpEd Executive Director, Director of MTSS
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide supplemental resources to support literacy.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Analytic/usage reports from programs; Login reports; Lesson plans
Method for Monitoring Effectiveness	iReady reading diagnostic
Position/Role Responsible	Academic Support Department, school administrators, ESOL Coordinator, teachers
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)?	
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Need to improve math proficiency across the district
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Foundational skills not taught in developmental progressions
Root Cause # 2	Lack of support for struggling students
Root Cause # 3	Lack of teacher and leader capacity
Goal	<p>Bulloch County Schools will increase the percentage of students in grades 3-8 scoring at the proficient or distinguished level on the Spring GMAS End-of-Grade assessment by 3% from 35.4% in 2023 to 37.3% in 2024; to 39.2% in 2025; to 41.0% in 2026.</p> <p>Increase the percentage of students taking Algebra scoring at the proficient or distinguished level for the full academic year on the Algebra GMAS End-of-Course assessment by 3% from 25.0% in 2023 to 27.3% in 2024; to 29.5% in 2025; to 31.6% in 2026.</p>

Action Step # 1

Action Step	Build teacher capacity in the areas of content knowledge and instructional strategies through job embedded training and ongoing coaching support.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Teacher Clarity PD Artifacts - sign in sheets, training materials for teachers and leaders; Teacher Clarity Implementation - Summarizers; Walkthroughs
Method for Monitoring Effectiveness	iReady Math diagnostic assessment data
Position/Role Responsible	Academic Support Department and school administrators
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Develop structures and processes to help all students demonstrate adequate growth in mathematics.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	SDI PD - sign in sheets, training materials for teachers and leaders; MTSS Support (Tier 2, Tier 3) - district MTSS PLC Documents, Tier Placement (BOY, MOY, EOY), MTSS Progress Monitoring; Instructional Strategies PD - sign in sheets, training materials; Honors Math Resources - Honors Math Curriculum Map Resources

Action Step # 2

Method for Monitoring Effectiveness	iReady Math diagnostic assessment data, Progress monitoring rubrics for MTSS Tier 3 data
Position/Role Responsible	Academic Support Department, Executive Director for Special Education Services, Director of MTSS, school administrators
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)?	
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Need to increase graduation rate.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Increase in student mental health concerns
Root Cause # 2	Lack of a sense of belonging to a larger community
Root Cause # 3	Lack of clearly communicated expectations at all schools, classrooms, etc.
Root Cause # 4	Lack of supports for struggling students
Root Cause # 5	Lack of teacher and leader capacity
Goal	Bulloch County Schools will increase its 4-year graduation rate by 3% from 89.2% in 2023 to 89.5% in 2024; to 89.8% in 2025; to 90.1% in 2026.

Equity Gap

Equity Gap	Graduation Rate (4-year cohort)
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Content Area(s)	ELA Mathematics Science Social Studies Other : Social and emotional
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

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

Action Step	Provide support and interventions to assist students with decreasing anxiety and increasing coping skills.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	External Mental Health Providers Counseling Data Log Sheets, School Counseling logs, Social Worker data, SEL Specialists & Behavior Interventionists data
Method for Monitoring Effectiveness	Discipline referrals, MARS report, GaDOE Student Health Survey Responses
Position/Role Responsible	Executive Director of Student Wellness & Support, Executive Director of Specialized Interventions & Supports, school level administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 1

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)?	external mental health providers
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Action Step # 2

Action Step	Increase teacher and leader capacity for meeting students' social, emotional, and behavioral needs.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS PD agendas/sign-in sheets, PBIS Tiered Fidelity Inventory (TFI), Character Strong PD agendas/sign-in sheets, EncompassingED coaching logs/ PD agendas/sign-in sheets, Coaching logs (Amie Dean)
Method for Monitoring Effectiveness	Discipline referrals, climate surveys, GaDOE Student Health Survey Responses
Position/Role Responsible	PBIS District Coordinator, PBIS School coordinator, Executive Director of Student Wellness & Support, Executive Director of Specialized Interventions & Supports, school level administrators
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	Provide teacher and leader professional development to expand leadership capacity.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Number of teachers participating in Teacher Leadership Academy, Number of teachers participating in New Teacher Induction, Professional Learning Reports, Number of training participants, Frequency and Duration of professional Learning sessions, coaching logs, PLC minutes

Action Step # 3

Method for Monitoring Effectiveness	Teacher and leader retention rates, TAPS scores
Position/Role Responsible	Title IIA Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implement non-traditional programs to allow struggling and at-risk students an opportunity to earn high school credit toward graduation in a non-traditional setting (after hours, during the summer, online/virtual).
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Number of students enrolled in non-traditional programs
Method for Monitoring Effectiveness	Number of credits earned
Position/Role Responsible	LIFE Administrator, Graduation Performance Academy administrator, Graduation Performance Academy graduation specialist, high school principals, high school counselors, Title V - B Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step # 5

Action Step	Provide technology support to increase student engagement.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Detailed budget reports and data from Destiny (Library management system for chromebooks that have been checked out), Chromebook Refresh Cycle/Plan, usage reports from Edgenuity, usage reports from GaVS
Method for Monitoring Effectiveness	technology repair survey results, number of credits earned from Edgenuity & GaVS
Position/Role Responsible	Technology Department, school administrators, tech liaisons, teachers
Evidence Based Indicator	Demonstrate a Rationale

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)?	
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Action Step # 6

Action Step	Engage the whole child by enriching their experiences through exploratory classes and other career and workforce experiences.
Funding Sources	Title I, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	student participation in exploratory classes, connections classes, CTAE courses, dual enrollment, work-based learning, # of students participating in CTAE discovery events
Method for Monitoring Effectiveness	graduation rate for CTAE pathway completers, % of students successfully completing dual enrollment courses, % of students completing Technical College Certificate (TCC), associate's degree or technical college diploma, teacher surveys
Position/Role Responsible	CTAE Director, school administrators, school counselors, Title V coordinator, fine arts, PE, CTAE teachers
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

Action Step # 6

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

Action Step	Provide interventions and support to students and families to increase attendance.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance support team meeting plans, Logs/minutes of support team meetings, Number of attendance support team meetings, Contact logs to families
Method for Monitoring Effectiveness	Attendance rates Attendance trends
Position/Role Responsible	Family Engagement Specialists; Attendance Support Specialists; Student Wellness & Support Staff; Social Workers
Evidence Based Indicator	Strong

Timeline for Implementation

Monthly

Action Step # 7

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

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

#### Required Questions

#### Coordination of Activities

<p>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).</p>	<p>The federal programs director works with all departments across the district to ensure that all federal funds are leveraged to support the BCS students according to their identified needs. A strong rapport has been established among directors and other community agencies so that resources are best utilized. Title II - Part A activities will be coordinated with federal, state, and local programs through district PLCs and the ongoing coordination of the School Improvement Department, Assistant Superintendent, Executive Directors, and Program Directors.</p>
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#### Serving Low Income and Minority Children

<p>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:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>School and district leaders work collaboratively to ensure that all children are taught by teachers who meet district guidelines are effective and have access to job-embedded, high-quality professional learning. To ensure that low-income and minority children are not served disproportionately, CPI and TKES data provide guidance regarding student placement. During the hiring process, certification is checked to ensure that teachers will be in-field and meet professional qualifications for the position for which they are hired. Teachers who are found to be ineffective are provided intensive professional development, monitored using a professional development plan. Mentoring and induction are provided for inexperienced teachers.</p>
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#### Professional Growth Systems

<p>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:</p>	<p>All professional learning in Bulloch County Schools supports the district's vision and mission. The Title IIA coordinator oversees all professional learning for the district, thus collaborating with stakeholders to maximize the use of federal, state and local funds. All employees, including Principals and school leaders, participate in job-embedded professional learning and professional learning communities. Student achievement data, TKES data, individual school improvement plans, and principal/teacher requests are used to drive professional learning at the school and district level. Targeted teacher development is provided throughout the school year at every school</p>
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Professional Growth Systems

	<p>within the district. Principals, school leaders, and teachers are provided with mentors and coaching when new to the district or their position and ongoing as needed. All certified staff members develop personalized professional learning goals to drive their own growth and improvement. These goals are driven by TAPS and LAPS data, student achievement data, or other opportunities for growth. Conferences occur three times per year to evaluate and adjust professional learning goals. Professional Learning Communities exist at each school in the district. Teachers are provided with, at a minimum, thirty hours of collaborative time throughout the school year. In addition, professional learning days were added to our school calendar to allow for planning of a guaranteed, viable curriculum and to allow for teacher collaboration and professional learning. PLC leaders have also been provided equipping sessions to help build teacher leadership capacity. Our district strives to provide professional learning that is evidence-based, results-oriented, and data-driven to all teachers, leaders, and paraprofessionals. Using our district-established quarterly periodic reviews, we monitor our continuous improvement process and evaluate individual and team professional learning goals, making adjustments as needed. Federal School Improvement progress is monitored via each schools impact check that is reviewed during their periodic review.</p>
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PQ – Intent to Waive Certification

<p>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)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education and Gifted service areas in alignment with the student’s IEP), or</li> <li>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).</li> </ol> <p>[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)]</p>	<p>Bulloch County Schools is waiving certification for all teachers except for Special Education service areas in alignment with the students' IEP.</p>
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PQ – Minimum Qualification

<p>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)]</p>	<p>Clearance certificate required</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>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.</p>	<p>(1) Langston Chapel Elementary School and Stilson Elementary School have both been identified as ATSI schools.                  (2) Teacher Clarity PD and SDI implementation will be the focus for both schools for FY25. Title IIA funds will be prioritized to support these initiatives at both schools. According to the FRL001 report, SES has a poverty level of 63.36%. Based on the FRL001 report, LCES has a poverty level of 100% and receives the highest PPA of Title I-A funding allocated by the district.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>We have identified gaps in student performance within Bulloch County Schools in ELA and Math within our core content and CTAE classrooms. Students struggle with measurement, estimating capacity, completing finance assignments, writing resumes, reading and comprehending instructions, reading and comprehending informational and technical texts, and calculating supplies and materials for projects. Other identified gaps in professionals and, performance are evident with our economically disadvantaged students and our students with disabilities. By increasing strategies such as small group and peer remediation, our Tier I instruction will greatly improve and benefit all students, but especially our sub-groups who are struggling. We are committing additional resources (including manpower) to implement strategies within core content and CTAE classrooms that will directly increase authentic learning, rigor, remediation, and formative assessments. Promoting skills attainment important to in-demand occupations or industries starts with addressing the number one ongoing issue identified by employers within our county and region: employability skills. Through the implementation of our districtwide employability skills program, our CTAE pathways will increase the consistency of training for the development of employability skills and increase the engagement of students in high-level industry-specific skills by increasing the rigor and authentic learning strategies. Incorporating opportunities such as our CTAE Discovery Events for 6th - 12th grade students, our 8th grade transition days to their feeder high schools, and our implementation of the YouScience assessment for 6th - 12th grade students will also provide opportunities to inform students of the high-skill, high-wage, and in-demand careers available through CTAE pathways. CTAE students at all 3 high schools have the opportunity to participate in core content and vocational Dual Enrollment. Our system also provides transportation from each home school to our local colleges and universities. Dual Enrollment provides additional opportunities for students through CTAE pathway completion, earning vocational credentials, and providing an alternative graduation route for students who may not otherwise consider college training through the Accelerated Career Diploma. The CTAE Director</p>
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CTAE Coordination

	<p>works very closely with high school Counselors to align CTAE offerings with Dual Enrollment classes. HS Counselors advise all CTAE and Dual Enrollment students to ensure that their CTAE courses are aligned with a state-approved CTAE pathway and their Dual Enrollment Vocational classes are also aligned with state-approved offerings. The CTAE Director and HS Counselors also meet with staff from post-secondary institutions to review Dual Enrollment regulations and align these to opportunities for our HS students to obtain pathway completion status and college credentials. Work-based learning opportunities that provide students in-depth interactions with industry professionals and if appropriate academic credit. Work Based Learning is offered at all 3 high schools and is available for all CTAE students. Through participation in our Work-Based Learning programs, students are provided opportunities and resources to gain awareness, exploration, preparation, and training. Students develop employability and technical skills that support immediate and continued success in careers, military, and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students are able to apply the knowledge they have already learned in their core content and CTAE classes to their real-world worksite experiences. Industry professionals supervise and mentor participants providing ongoing employability and career specific on-the-job training. Work Based Learning Coordinators work with students to align their work sites with their CTAE pathways, aptitudes, and interests. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills. Students earn elective credits for participating in their work-based learning courses.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>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.</p>	<p>Discipline data is analyzed to identify and address high rates of discipline, which result in out-of-school suspension, in-school suspension, alternative placement, and expulsion. This includes disaggregating and compiling data into useful information for administrators, to assist in identifying problematic behaviors and scenarios within the learning environment. This will continue through communication, guidance, and information that is based on best practices in the field as evidenced through correlation with scholarly educational research. Behavior focused intervention programs are used to address the overuse of exclusionary disciplinary practices by implementing initiatives through MTSS for behavior, PBIS (Positive Behavioral Incentives and Supports), restorative practices, and alternatives to out of school suspension.</p> <p>Consistency of practice will continue to be addressed by continually revising protocols to include a progressive discipline plan that is age</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>and grade appropriate. District office administrators have worked with the elected school board to determine expectations for consequences for major discipline infractions. A district-led team consisting of middle and high school principals, assistant principals, and teachers is working to expand upon a bank of appropriate interventions that would be utilized after minor discipline incidents to attempt to prevent future major discipline incidents. This committee holds work sessions to decrease inconsistency among schools with punishments. The District MTSS Coordinator will hold monthly PLCs with the MTSS Behavior Coordinator(s) from each school to help address inconsistency among schools by strengthening the Response to Intervention process. Supplemental resources, materials, training, and assistance will be provided for teachers, intervention specialists, and other personnel that provide direct instructional support to students. Expected outcomes include heightened levels of socioemotional learning, increased family engagement, and decreased rates of discipline.</p>
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## 4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Our middle schools host a dedicated open house each spring for incoming sixth graders and their families. This event provides an opportunity to tour the facilities, meet the sixth-grade teachers, counselors, nurses, and administrators, and learn about the academic and extracurricular offerings. The session includes a Q&amp;A period, helping ease the transition to middle school and reduce potential anxiety for the students. To facilitate a smooth transition from high school to college, we offer dual enrollment opportunities in partnership with Ogeechee Technical College, East Georgia State College, and Georgia Southern University. This program allows students to earn both high school and college credits simultaneously. Dual enrollment information sessions are conducted in the evenings at each high school, where students and parents can meet with representatives from these post-secondary institutions and explore further educational opportunities. Additionally, these institutions participate in college fairs and informal lunchtime visits at our high schools. Our Discovery Events allow students from grades 6 through 12 to engage with numerous post-secondary institutions, enhancing their understanding of future educational paths. High school guidance counselors maintain close relationships with our educational partners like Ogeechee Technical College to stay informed about their programs and collaborate on refining educational processes and programming decisions for each academic year. Our high schools also collaborate with military recruiters, hosting a Military Night where students can learn about military opportunities, including scholarships. Career counseling sessions help identify student interests and skills, supplemented by job shadowing and career fairs. We implement career awareness activities, interest surveys, and YouScience assessments from elementary through high school. Career interest inventories and individual graduation plans begin in middle school. The College Board provides ongoing training and resources to our high school counselors, supporting their academic advisement roles. Additionally, financial aid workshops and information about legislative initiatives like the BRIDGE Bill and the Probe Fair are made available to students and families. Rising ninth graders participate in CTAE and Fine Arts Showcases at their feeder high schools, engaging in course activities and interacting with future peers. Separate open houses and academic advisement sessions are organized for these students in their eighth-grade year, ensuring they are well-prepared for the transition to high school.</p>
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Preschool Transition Plans

<p>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.</p>	<p>Bulloch County Schools support early childhood programs through collaboration with prekindergarten staff, kindergarten teachers, parent and family engagement specialists, and community stakeholders. The Pre-K Project Director plans professional development, and teachers participate in Professional Learning Communities to support kindergarten readiness. The Pre-K Project Director also works with the Bulloch County Health Department to ensure that immunizations and other required health certificates are complete before kindergarten enrollment. The district coordinates Georgia Pre-K and Kindergarten registration events at each school. Our marketing specialist and parent and family engagement specialists promote registration events throughout the local community to increase community participation. Pre-K students from our high school campuses take field trips to their local elementary school to aid in the transition from pre-kindergarten to kindergarten. Students with special needs are supported at ages three and four through our Preschool Intervention Program (PIP) as well as Pre-K Inclusion. Additionally, our high schools' Early Childhood (CTAE) classes are integrated with the GA Pre-K classes at 2 of our 3 high schools to provide a meaningful hands-on experience for our high school students and additional support for our early learners.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>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.</p>	<p>N/A</p>
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Title I, Part A – Educational Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Bulloch County has nine elementary schools, three middle schools, two high schools, one combination school (grades 6-12), and one alternative school (grades 6-12). Of these schools, all but two high schools are Title I schoolwide schools. Elementary schools in Bulloch County serve students in grades Pre-K through five. By working to establish a guaranteed viable curriculum in Bulloch County, we are ensuring that students in each elementary school receive an equitable education based on the Georgia Standards of Excellence in mathematics, reading/language</p>
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Title I, Part A – Educational Programs

	<p>arts, science, and social studies. In addition, all students receive instruction in music, art, physical education, and STEM. Each elementary school provides students with opportunities for enrichment or remediation based on student needs. Students with exceptional needs are provided services through programs such as special education, English as a Second Language (ESOL) program, gifted, Early Intervention Programs (EIP), and other interventions through a Multi Tiered System of Support (MTSS) process.</p> <p>Students in grades 6-8 are served in the middle schools of Bulloch County. These students are provided with an equitable education based on the Georgia Standards of Excellence in mathematics, reading/language arts, mathematics, science, and social students. Beyond academic classes, students are provided with several connection class opportunities that allow for application and extension of core content. Connection class opportunities include but are not limited to physical education, band, chorus, art, Spanish, career development, business and computer science, and STEM. Middle School students with exceptional needs are provided services through programs such as special education, English as a Second Language (ESOL) program, gifted, and other interventions through a Multi Tiered System of Support (MTSS) process.</p> <p>Bulloch County's high schools serve students in grades 9-12. Students receive equitable instruction in the four content areas based on the Georgia Standards of Excellence. Students are offered a variety of academic courses, including several Advanced Placement (AP) courses, in addition to the core courses required for high school graduation. Each high school provides students opportunities to extend and apply learning through elective courses in fine arts, career, technical, agricultural education (CTAE), and foreign language. Bulloch County offers numerous CTAE pathways including one of the few Distribution &amp; Logistics pathways in the state of Georgia. Students also have the opportunity to participate in the Dual enrollment to earn dual credit at one of three local colleges/universities in Bulloch County. High School students with exceptional needs are provided services through programs such as special education, English as a Second Language (ESOL) programs, gifted, and other interventions through the Multi Tiered System of Support (MTSS) process. Bulloch County Schools utilize two main initiatives, Professional Learning Communities (PLCs) and the School Improvement Planning (SIP) process, to improve student achievement. These two initiatives provide the structures needed to ensure all students have equitable access to curriculum, master critical content in each grade level, and are college and career ready following high school graduation.</p> <p>BCS currently provides a Title I set aside allocation to 3 Neglected and Delinquent facilities in the district (Caring and Sharing Home for Boys, Open Arms, and Marcella's Community Safe House). Students living in these facilities are included in all school activities just like other students. Based upon consultation and a needs assessment, supplemental Title I funds provide for tutors, and supplemental supplies and technology equipment for these facilities.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>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.</p>	<p>The required Migrant Occupational survey is embedded in our online registration form which is required to register for school. In addition, at the beginning of each new school year, the occupational survey questions are embedded in each students' back to school packet. Alerts from the online registration notify the Migrant Student Service Provider (SSP) staff and Migrant Coordinator of potential migrant families. A Migrant SSP follows up on all alerts and contacts the families to determine eligibility and needs for a new, or returning student(s), enrolling in Bulloch County Schools. For qualifying families the Migrant SSP staff completes the Certificate of Eligibility and waits for approval from state MEP staff. Upon approval, the Migrant SSP sends a notification of eligibility to the parents. In addition, the Migrant SSPs assist in recruiting migrant families in the community so that drop outs (DO) and out of school youth (OSY) students may receive services as well. The New Participant Report provided by the Georgia Department of Education Migrant Program will be used to update the student as a migrant in our SIS, Infinite Campus. The Migrant SSP notifies the registrar of new participants for their school. The registrar or Migrant Coordinator will code them in Infinite Campus. Migrant Student Service Providers work closely with each school's registrar in requesting, receiving and interpreting records of Migrant Education students. Migrant SSPs help migrant families with registration and assist registrar to help families bring required documents. The school level registrar will request all records (to include academic, hearing, vision, and immunization) on new or returning Migrant students from previous schools. Bulloch County uses available community resources if needed in reading and translating records from other countries. The Migrant SSPs will be responsible to access the MSIX program within 48 hours to locate any accessible information that will aid with the enrollment process and transition. Any information collected will be shared with the registrar, counselor, or staff members working on the enrollment and scheduling classes. In addition, when a student(s) moves out of the district, the Migrant SSPs will submit a move notification in MSIX within 48 hours to allow the potential receiving state to locate the migrant family and continue support and services. As students move into our district, Migrant SSPs will submit a move notification in MSIX to notify the sending state that the child has arrived and that records are needed. If the Migrant SSPs know the receiving school, and to the extent practicable, the Migrant SSPs will contact the receiving school.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>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.</p> <p>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.</p>	<p>BCS Migrant Student Service Providers (SSP) serve unenrolled migratory preschool children by providing lessons on preschool readiness. Preschool families are identified by Migrant SSPs through families already enrolled in school, recruitment, and referrals. Migrant SSPs schedule home visits and identify needs through the Preschool Checklist of Basic School Readiness Skills and by completing the Preschool Home Plan. In addition, non-academic needs of preschool children and families are determined and addressed through parent interviews, observations, and school/community resources. Lessons are provided to parents along with manipulatives so that preschool students can begin learning about colors, numbers, letters, and sounds. This initiative continues during the summer month of June so long as families are participatory. Migrant SSPs ask that parents work on lessons in between visits and pre and post test data is collected and evaluated. For migratory students who drop out and for students who are identified as out of school youth, Migrant Student Service Providers (SSP) schedule home visits or visit students "in the field". Migrant SSPs conduct interviews using the OSY profiles to determine needs and interests of the DO/OSY. They also make observations and provide a list of community resources available. Migrant SSPs provide services through lessons regarding sun exposure, pesticide safety, and hygiene. Hygiene bookbags are purchased and given to students who are in need. Information is also shared regarding survival English classes and if able, information on how to obtain their GED, and Migrant SSPs will coordinate with schools like Coastal Plains to help DO/OSY receive their GED. Pre and post test data are collected.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

#### IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:                  IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.                  What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?                  Include: Description of your district's procedures                  Specific professional learning activities                  Plan to monitor implementation with fidelity</p>	<p>All SWDs are offered a full continuum of services and service models based on their needs and LRE. To the greatest extent possible, special education students are taught by special education and content certified teachers. At the high schools, general education content specialists are often dual certified in special education. In the areas of Math and Reading, this type of certification has allowed students to access the general education curriculum with small group, direct instruction in their areas of highest need. When students are struggling or not meeting credit requirements, they are offered credit recovery options supported by a teacher in a lab setting, in a study skills setting, or at an alternative setting. The use of co-teachers and inclusion paraprofessionals have been supported at all middle schools and high schools to allow for students to be in the general education setting receiving instruction by content area experts. Work study options are allowing students with disabilities to work and attend classes to provide for the learning of job skills that are crucial after graduation. Students are provided with a variety of strategies, interventions, and programs to aid in supporting high school completion. At each school, services are available through counselors, teachers, special education, online instruction, tutoring, home-based instruction, hospital homebound, alternative settings, credit recovery, altered day schedules, summer school and work study. Students are always encouraged to explore options prior to leaving high school without a high school diploma. Community Based Instruction and Work Based Learning programs are also available. High School High Tech is utilized to offer varied opportunities for career exploration and training. Vocational rehabilitation specialists assist students with post-secondary options beginning in 11th grade or earlier to identify and practice job skills, employment, work study, and community based instruction. CTAE courses are opportunities that are recommended for SWDs to develop a wide array of interests allowing for work skills and personal responsibility. During the last five school years, ASPIRE has been expanded to include more students. Parents, teachers and students who are participating in ASPIRE attend yearly professional learning to offer program information and requirements. This is supported and monitored by the special education director, parent mentor, GLRS and special education program coordinator at each school. The program is fully implemented at the sites. Each year, the parent mentor organizes community resource fair opportunities and parent trainings to assist parents in navigating their student's special education services and The BCS Special Education Services Department is supported by one Executive Director, two Directors, and six Specialists. One of the Specialist works closely with the high schools to monitor transition by</p>
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IDEA Performance Goals:

	<p>offering transition plan training with follow up support at IEP meetings, provides training with ASPIRE, and on a quarterly basis follows up with students no longer attending to determine what can be provided to have them re-enroll and complete their high school diploma.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</p> <p>What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?</p> <p>Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>The Preschool Intervention Program (PIP) has SWDs participating with general education peers in all of the PreK programs housed with Bulloch County Schools. A Pre-K inclusion class supported by a preschool special education teacher and paraprofessional, serves students within the typical classroom. Students are provided the majority of their special education services within the general education setting 5 days a week. In addition, the Head Start program serves preschool SWDs in their classrooms on a daily basis. Our Head Start Program offers two Georgia Pre-K classes that allow more SWDs to receive special education services within the general preschool environment. The program now offers one class for three year old students. Regular communication exists between the administrative staff, Head Start, and teachers to provide the appropriate services as stated in our MOU. Preschool students who must receive all of their instruction in a special education setting are scheduled during lunch, recess, and activity times with typically developing peers. Field trips, school assemblies, and school wide programs also provide time for all children to work and play together. PIP also serves 3, 4, and 5 year old children with disabilities in many childcare and home settings throughout Bulloch County. Special Education services for these students are provided in an early childhood setting, as determined by the IEP committee. Preschool special education teachers provide training, information and examples for inclusively working with our youngest learners to general education teachers working with SWDs. Our parent mentor will plan with the PIP Program Specialist and preschool teachers to provide parent training F2F and/or virtually, each semester. Parents will be surveyed to determine topics for training. In addition, funds are allotted for the purchase of instructional materials for preschool aged children so that all sites have equitable availability of age and developmentally appropriate items. Preschool intervention teachers are supported instructionally via PLCs. Monthly PLC meetings allow for student need problem solving and planning, which has been instrumental in identifying necessary PL for the teachers. For example, the autism program has changed over the last few years, due to teacher and paraprofessional turnover, administrative changes, and an increase in student population. As the program was not performing as expected, particularly in the areas of social skills and communication, autism training has been scheduled with sit and get time and in classroom preparation to re-establish a more robust and well rounded program. A Program Specialist is assigned to coordinate and monitor the preschool intervention program. She works with a direct staff of seven teachers and therapists and an additional eight teachers and paraprofessionals in the school setting. This Program Specialist meets weekly with the Executive Director to review PIP</p>
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IDEA Performance Goals:

	referrals, discuss class sizes, review training needs and follow-up, and to monitor staffing needs. The Executive Director also communicates with the administrators of the elementary schools where Pre-K classes and preschools are offered. This position also has ongoing meetings with Babies Can't Wait, local, private therapists and counselors, as well as public and private day cares. Timelines are monitored via a shared database that produce quarterly reports for compliance purposes.
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<p>Describe how the district will meet the following IDEA performance goals:                  IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.                  What specific activities align with how you are providing FAPE to children with disabilities?                  Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Co-teaching initial and follow-up training will continue for the 2024-2025 school year. Administrators, teachers, and students are committed and receptive to all aspects of the project. This focused area of improvement is ensuring that SWDs are served within their least-restrictive environment (LRE) and exposed to grade level curriculum to the maximum extent possible. Preschool students with special needs who are served in Bright from the Start Pre-K programs at BCS sites are scheduled for services with special education teachers in that building. This provides teachers the opportunity to offer more flexibility in scheduling, as well as, to make appropriate instructional recommendations for kindergarten due to their understanding of the student's strengths and needs, and the school's continuum of services which improves decision making in support of LRE.As students' IEPs are updated annually, staff are required to explore the full range of options for placement, to include LRE as the goal and participation of the student in the GMAS state assessment when appropriate. Also, exploration and completion of updated, relevant AT guidance is in progress in order for staff to assess and monitor options for student exposure and instruction. The Special Education Department consistently monitors the Child Find policy and practices to meet all requirements as well as to inform the public of the public school system's responsibility to evaluate any student suspected of having a disability. Various annual publication and communication methods are utilized to inform the document child find activities and related obligations.IEP meetings are monitored through peer checklists, SPED School Coordinator IEP reviews, and district level LEAs attending meetings. These supports assist in developing and offering appropriate IEPs that are then fully implemented in each school.</p>
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<p>Describe how the district will meet the following IDEA performance goals:                  IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.                  How procedures and practices are implemented in your district to ensure overall compliance?                  Include:LEA procedures to address timely and accurate data submissionLEA</p>	<p>The BCS Department of Special Education Services updates written procedure guidance each year to maintain alignment with the mandated Sped regulations, Child Find requirements, evaluation and reevaluation, and eligibility determination criteria. Information provided by the GADOE in the updated Implementation Manual is utilized for any needed revisions. The manual is kept in a universal location in an electronic format for ease of access. Teachers are encouraged to download the document to their desktop or print a hard copy for personal use. The document ends with an affirmation sheet that is signed once the manual is reviewed. Teachers have 30 days from the</p>
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IDEA Performance Goals:

<p>procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>first day of school to read and respond with their affirmation of completion. Sustained supervision and monitoring is in place for compliance guidance through monthly meetings with administrators and lead special education teachers at each site, information redelivery at each school with special education administration present, an annual review of the guidance manual with all special education teachers, and ongoing communication between the schools and board of education. All special education teachers receive monthly reports containing IEP due dates and evaluation/reevaluation dates for the next month. Any discrepancies are addressed and corrected. Special education paperwork is kept at the school and at the central office where the services are recorded in a database. This procedure keeps all services and dates in a central location and allows for corrections to be made within 10 days of any IEP meeting. BCS transitioned to GO-IEP during the 2023-2024 school year. Professional learning for GO-IEP will continue to be provided to teachers and administrators by the Special Education Services Department.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY24 Title IV, Part A funds.
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Maintain Activities/Strategies</p>
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<p>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.</p>	<p>Equity Gap 1 -Graduation Rate Provide targeted teacher development on content, pedagogy, and student supports and interventions. Continue providing support to teachers in specific content areas, pedagogy and MTSS process. Teachers received professional development in instructional strategies with a continued emphasis on technology and differentiation. MTSS was a major focus for the district as well. TAPS scores were used to determine teacher effectiveness, as well as monitoring MTSS data.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Maintain Activities/Strategies</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>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.</p>	<p>Equity Gap #2 - Student Achievement - Reading The district goal is to provide comprehensive and cohesive reading instruction that addresses all components of literacy. The district implemented the UFLI Foundations phonics program across all kindergarten classrooms and Heggerty Phonemic Awareness in MTSS. Teachers have reported increased engagement and confidence among students in reading activities as well as a rise in the number of students meeting or exceeding grade-level expectations in phonological awareness and phonics. The guided reading framework was successfully rolled out in PreK-5th grade classrooms district wide. The framework involves small group instruction tailored to the specific reading levels and needs of students, allowing for more individualized and differentiated instruction. As the district moves forward, we will implement UFLI Foundations in kindergarten through 2nd grade and continue to strengthen the guided reading framework while integrating structured literacy practices. The district will continue to support teachers through professional development and coaching to ensure high-fidelity of implementation of these initiatives across all classrooms.</p>
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## 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.)

Title I, Part A	No Participating Private Schools
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Title II, Part A	<ul style="list-style-type: none"> <li>1- Technology</li> <li>2 - Reading Instruction</li> <li>3 - Math Instruction</li> <li>4 - Differentiation</li> <li>5 - Behavior Management training for teachers</li> <li>6 - Mental Health support and training for counselors and teachers - we have a new SAIS standard to meet in this area</li> <li>7- Motivation - General teacher training and motivation/support - being a better teacher</li> </ul>
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Title III, Part A	No Participating Private Schools
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Title IV, Part A	No Participating Private Schools.
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Title IV, Part B	No Participating Private Schools
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Title I, Part C	No Participating Private Schools
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IDEA 611 and 619

Psychologists are available to participate in consultations and evaluations as requested by parents of private and home schooled students. Speech therapists are available to provide services for students beginning in preschool when eligibility is met and services are recommended. Private preschool and PreK students who have ISPs or IEPs are served by a Special Education Teacher or therapist from the Bulloch County Schools.