Comprehensive Needs Assessment
2026 - 2027 District Report



Bulloch County

1. PLANNING AND PREPARATION

1.1 Identification of Stakeholders

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

Required Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Bulloch County Schools intentionally sought input from a broad and diverse group of stakeholders representing multiple perspectives across the district. Stakeholder groups included district and school administrators, principals, assistant principals, instructional coaches, MTSS coordinators, teachers, paraprofessionals, school counselors, nurses, social workers, family engagement staff, parents, Title I parents, parents of English Learners, migrant parents, foster care and homeless program representatives, school council members, PTO

	members, students, Out-of-School Youth input, community partners, RESA staff, university and technical college representatives, CTAE stakeholders, and representatives from special populations programs. To ensure broad participation, the district utilized multiple methods of outreach, including direct emails, stakeholder meetings, district and school websites, parent engagement activities, school council meetings, migrant parent advisory meetings, and districtwide surveys. Stakeholders were invited to participate based upon their role, expertise, and connection to district programs and services. This approach ensured that feedback was gathered from stakeholders representing a wide range of educational, family, community, and programmatic perspectives.

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?	Bulloch County Schools ensured that stakeholders, and in particular parents and guardians, were able to provide meaningful input into the needs assessment process by offering multiple opportunities and formats for participation. Stakeholders were invited to provide feedback through a districtwide stakeholder survey, parent engagement meetings, migrant parent advisory meetings, school council meetings, community feedback opportunities, and direct consultation with district personnel. To support meaningful participation, stakeholders were provided information regarding district performance and improvement efforts, including data summaries related to literacy, mathematics, graduation rate supports, student engagement, attendance, and school climate. Participants were also given opportunities to review district plans such as the District Family Engagement Plan, Foster Care Transportation Plan, and Local Identification and Recruitment Plan for Migratory Children before providing feedback. Parent and family participation was emphasized through district and school-level outreach efforts, multilingual communication supports, translated materials, family engagement specialists, and opportunities for both in-person and electronic participation. Survey questions included both quantitative and open-ended response options, allowing stakeholders to identify strengths, concerns, priorities, and recommendations for future district improvement efforts. Feedback collected through these processes was reviewed and considered alongside student achievement, attendance, discipline, subgroup, and other needs assessment data to inform the development of the FY27 Consolidated LEA Improvement Plan.

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1.98
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.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.08
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.	2.15
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.09
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.	2.06
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1.98
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.	2.3
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.	2.12
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.04
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.	2.08
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.	2.16
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.16
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.29
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.12
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.04
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.	2.08
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.	2.16
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.16
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.22
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.	2.29
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
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.3
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.16
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.16
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	1.98
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.	2.3
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.	2.12
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.04
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.	2.08
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.	2.16
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.16
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.22
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.	2.08
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.	2.15
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.09
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.	2.33
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.	2.06
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.	2.29
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
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	

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?")	

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)	

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?")	

What achievement data did you use?	
What does your achievement data tell you?	
What demographic data did you use?	
What does the demographic data tell you?	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

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?	

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?	

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?	

Strengths and Challenges Based on Trends and Patterns

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?	

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?	

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?	

IDEA - Special Education

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

Strengths	

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.

Challenges	

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	

Challenges	

Title I, Part A - Foster Care

Strengths	

Challenges	

Title I, Part A - Parent and Family Engagement

Strengths	

Challenges	

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

Strengths	

Challenges	

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

Strengths	

Challenges	

Title II, Part A - Supporting Effective Instruction

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

Strengths	

Challenges	

Language Instruction for English Learners and Immigrant Students

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

Strengths	

Challenges	

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

Strengths	

Challenges	

Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	

Challenges	

Title I,Part A - Equitable Access to Effective Educators

Strengths	

Challenges	

Title V, Part B - Rural Education

Strengths	

Challenges	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Need to improve literacy across the district.
How severe is the need?	
Is the need trending better or worse over time?	
Can Root Causes be Identified?	
Priority Order	

Additional Considerations	

Overarching Need # 2

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

Additional Considerations	

Overarching Need # 3

Overarching Need # 3

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

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis - Optional

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

Overarching Need - Need to improve literacy across the district.

Root Cause # 1

Root Causes to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Programs	

Additional Responses	

Overarching Need - Need to improve math proficiency across the district.

Root Cause # 1

Root Causes to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Programs	

Additional Responses	

Overarching Need - Need to increase graduation rate.

Root Cause # 1

Root Causes to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Programs	

Additional Responses	

District Improvement Plan
2026 - 2027



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)	
✓	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Need to improve literacy across the district.
Is Need # 1 also an Equity Gap?	No
Goal	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 33.7% in 2025 to 35.7% in 2026; to 37.6% in 2027; to 39.5% in 2028; and to 41.3% in 2029. 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 41.3% in 2025 to 43.1% in 2026; to 44.8% in 2027; to 46.5% in 2028; and to 48.1% in 2029. 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 36% in 2025 to 37.9% in 2026; to 39.8% in 2027; to 41.6% in 2028; and to 43.4% in 2029. Bulloch County Schools will increase the percentage of students scoring at proficient or distinguished for the full academic year on the Lit & Comp II GMAS End-of-Course assessment by 3% from 34% in 2025 to 36% in 2026; to 37.9% in 2027; to 39.8% in 2028; and to 41.6% in 2029.

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 Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

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 Parent Surveys Literacy Council self-evaluations News clips Number of books distributed
Position/Role Responsible	Early Literacy Director
Evidence Based Indicator	

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?

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

Action Step # 2

Action Step # 2

Action Step	Implement structured literacy methodology and professional learning fully aligned with the mandates of the Georgia Early Literacy Act 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 Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign-in sheets from professional development, Course completion checklist for Georgia Literacy Academy, building level classroom fidelity walkthrough logs, and professional learning community collaborative agenda
Method for Monitoring Effectiveness	iReady reading diagnostic assessment data, Lexile data, walkthrough observation data, ESGI data
Position/Role Responsible	Academic Support Department and school administrators
Evidence Based Indicator	

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?

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

Action Step # 3

Action Step	Provide support for teachers to implement effective interventions for remediation and enrichment. (MTSS, 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 Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	District MTSS status meetings with schools, Formal and Informal observations of small group instruction, Tier 2 and 3 instructional observations, ESOL lesson plans, Tier 3 program observations (READ180), ESOL classroom observations, honors and Quest classroom observations
Method for Monitoring Effectiveness	Tier 3 GO MTSS progress monitoring data, iReady reading diagnostic data and growth data, NWEA Map and READ180 data, SDI observational data, Lexile data
Position/Role Responsible	Academic Support Department, school administrators, ESOL Coordinator, SpEd Executive Director, Director of MTSS and Gift Services
Evidence Based Indicator	

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?

Action Step # 3

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

Action Step # 4

Action Step	Provide supplemental resources to support literacy.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Analytic/usage reports from programs; Login reports; Lesson plans
Method for Monitoring Effectiveness	iReady reading diagnostic Lexile data NWEA Map and READ 180 data
Position/Role Responsible	Academic Support Department, school administrators, ESOL Coordinator, teachers
Evidence Based Indicator	

Timeline for Implementation	Yearly

Action Step # 4

Does this action step support the selected equity intervention?	

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

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
Goal	Bulloch County Schools will increase the percentage of 3rd grade students scoring at proficient or distinguished on the Spring Math GMAS End-of-Grade assessment by 3% from 49.1% in 2026 to 50.6% in 2027; to 52.1% in 2028; and to 53.5% in 2029. Bulloch County Schools will increase the percentage of 5th grade students scoring at proficient or distinguished on the Spring Math GMAS End-of-Grade assessment by 3% from 49.31% in 2026 to 50.8% in 2027; to 52.3% in 2028; and to 53.7% in 2029. Bulloch County Schools will increase the percentage of 8th grade students scoring at proficient or distinguished on the Spring Math GMAS End-of-Grade assessment by 3% from 50.4% in 2026 to 51.9% in 2027; to 53.3% in 2028; and to 54.7% in 2029. Bulloch County Schools will 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 48% in 2026 to 49.6% in 2027; to 51.1% in 2028; and to 52.6% in 2029.

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 Immigrant
Systems	Coherent Instruction Professional Capacity

Action Step # 1

Method for Monitoring Implementation	District PLC PD Artifacts - sign in sheets, training materials for teachers and leaders; Teacher Clarity Implementation - Summarizers; Common Assessments, Lesson Plans, Learning Plans
Method for Monitoring Effectiveness	iReady Math diagnostic assessment data; Common Assessment Data
Position/Role Responsible	Academic Support Department and school administrators.
Evidence Based Indicator	

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	

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

Action Step # 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

Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
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; District PLCs utilize data to make instructional decisions regarding remediation and enrichment plans for students
Method for Monitoring Effectiveness	Monitoring the movement on iReady Math diagnostic assessment data vs. the movement of students who are flagged as tiered students in IC, Data Analysis Protocols SDI Walkthroughs SDI- Analyzing data from common assessments by subgroups
Position/Role Responsible	Academic Support Department, Executive Director for Special Education Services, Director of MTSS, school administrators
Evidence Based Indicator	

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?

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

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?	No
Goal	Bulloch County Schools will increase its 4-year graduation rate by 3% from 89.1% in 2025 to 89.4% in 2026; to 89.7% in 2027; to 90% in 2028; and to 90.3% in 2029.

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 McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	External Mental Health Providers Counseling Data Log Sheets (session/service documentation); School Counseling logs; Social Worker data; SEL Specialists & Behavior Interventionists data; MOUs and process guidelines
Method for Monitoring Effectiveness	Parent/Guardian feedback; Appropriate student feedback; Provider Progress Summaries; Student Pre/post coping or wellness data; Attendance trend data; Behavior/discipline trend data; MARS report, GaDOE Student Health Survey Responses
Position/Role Responsible	Executive Director of Student Wellness & Support, Executive Director of Specialized Interventions & Supports, Director of Social Work, Federal Programs Director, school administrators
Evidence Based Indicator	

Action Step # 1

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	

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

Action Step # 2

Action Step	Increase teacher and leader capacity to implement consistent, data-driven SEL, behavior, and MTSS practices that support social, emotional, behavioral, and academic success.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	SEL/behavior PD agendas and sign-ins; MTSS/PBIS meeting notes; SEL lesson schedules/logs; Walkthrough/fidelity checklists; Coaching logs; Tier 2/3 intervention counts; Evidence of school-level data review
Method for Monitoring Effectiveness	Office discipline referrals; ISS/OSS data; PBIS Rewards/behavior pyramid data; MTSS tier movement; Student climate data; Staff capacity/confidence survey; SFT/TFT fidelity data
Position/Role Responsible	District PBIS and MTSS Director, PBIS School coordinator, Executive Director of Student Wellness & Support, Executive Director of Specialized Interventions & Supports, school administrators
Evidence Based Indicator	

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	

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

Action Step # 3

Action Step # 3

Action Step	Strengthen teacher and leader capacity to support student engagement, school climate, and graduation outcomes.
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 Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Leadership PD agendas; Sign-in sheets; Coaching logs/schedules; Participant action plans; Leader deliverables; Meeting notes tied to SIP/CLIP priorities; Evidence of school-based implementation
Method for Monitoring Effectiveness	Participant feedback; Coaching feedback; Leadership retention/pipeline data; Staff climate/perception survey
Position/Role Responsible	Title II-A Director, contracted professional learning providers, district leadership/professional learning staff, school administrators
Evidence Based Indicator	

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?

Action Step # 3

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

Action Step # 4

Action Step	Provide academic interventions and flexible/non-traditional learning opportunities to help struggling and at-risk students remain on track for promotion, credit completion, and graduation.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Tutoring schedules/rosters; Tutoring attendance logs; Intervention plans/progress monitoring; Title V-funded activity records; TLC and GPA operating manuals; Course enrollment reports; Pacing/progress spreadsheets; Teacher/mentor contact logs; Curriculum maps/lesson plans; Program observations
Method for Monitoring Effectiveness	Tutoring attendance data; Tutoring effectiveness survey; iReady/progress monitoring growth; Courses completed; Credits earned/recovered; Pass/completion rates; Pre/post tests
Position/Role Responsible	Graduation Performance Academy & TLC administrator, Graduation Performance Academy graduation specialist, school administrators, high school counselors, ESOL/Migrant Coordinator, Federal Programs Director.
Evidence Based Indicator	

Action Step # 4

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	

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

Action Step # 5

Action Step	Provide technology access, digital learning tools, assistive technology, AI-supported instructional practices, and online coursework supports to increase student engagement, intervention access, course completion, and progress toward graduation.
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 Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation	Device repair logs; number of devices repaired/returned to use; iReady usage reports; Edgenuity enrollment/usage reports; UPAR screening rosters; accommodation documentation; AI coach training records, agendas, and sign-in sheets; PLC agendas/minutes documenting AI-supported instructional planning; staff guidance/resources related to AI-supported instruction
Method for Monitoring Effectiveness	Technology liaison survey (devices repaired/returned to use); iReady diagnostic growth; Edgenuity course completions; credits earned online; UPAR accommodation results; implementation of accommodations; student/staff feedback on technology barriers; teacher feedback or survey data on AI-supported instructional practices; evidence that AI-supported instructional strategies/resources were implemented through PLCs or classroom planning.
Position/Role Responsible	Technology Department, Federal Programs Director, school administrators
Evidence Based Indicator	

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	

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

Action Step # 6

Action Step	Expand exploratory, CTAE, and career-connected learning opportunities to increase student engagement, career awareness, and progress toward graduation and postsecondary success.
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 Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	CTAE/exploratory enrollment reports; Discovery Event rosters/sign-ins; Schedules/flyers/agenda; Xcel MOU, schedules, rosters, photos; DE participation records; CTAE pathway enrollment/completer reports; WBL participation report
Method for Monitoring Effectiveness	Graduation rate for CTAE pathway completers; EOPA pass rates; CTAE pathway completion rate; TCCs awarded; DE credits earned; Discovery Event feedback; Xcel feedback; Career awareness/engagement data
Position/Role Responsible	CTAE Director, College and Career Specialist; school administrators, school counselors, Federal Programs Director, Exploratory and CTAE teachers
Evidence Based Indicator	

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?

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)?	

Action Step # 7

Action Step	Provide targeted attendance interventions and family support to reduce chronic absenteeism, improve student engagement, and support progress toward graduation.
Funding Sources	Title I, Part A Title V, Part B McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Support Team manual/protocol; AST meeting agendas/minutes; Attendance letters/contact logs; AST agreements/intervention plans; Social worker/FES documentation; BCS Attendance Dashboard screenshots/reports
Method for Monitoring Effectiveness	Federal chronic absenteeism trend data by school; Chronic absenteeism by grade/subgroup; Attendance tier trend data; Attendance before/after AST interventions; Parent/Guardian and student feedback on supports
Position/Role Responsible	Family Engagement Specialists, Attendance Support Specialists, Student Wellness & Support Staff, Social Workers
Evidence Based Indicator	

Action Step # 7

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?

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

4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	The Federal Programs Director works collaboratively with departments across the district to ensure that federal funds are leveraged to support BCS students according to identified needs and in alignment with federal program requirements. Ongoing coordination occurs through collaboration among district leadership, school administrators, program directors, student support personnel, family engagement staff, and community agencies to ensure that services and supports are aligned and not duplicated. A strong rapport has been established among district departments and community partners so that academic, non-academic, family engagement, foster care, migrant, English learner, professional learning, and transition-related supports are coordinated to meet student and family needs. These efforts are supported through the CLIP development process, stakeholder input, school improvement planning, data review, leadership meetings, and ongoing communication among district and school personnel. Title II, Part A activities are coordinated with federal, state, and local programs through district professional learning communities, school improvement efforts, and the ongoing coordination of the School Improvement Department, Assistant Superintendent, Executive Directors, Federal Programs Director, and other program directors. Through this ongoing collaboration, Bulloch County Schools works to ensure that children served across federal programs receive coordinated and continuous services, supports, agency/community connections, and transition assistance as needed.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	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 by ineffective, out-of-field, or inexperienced teachers, CPI and TKES data are reviewed to provide guidance regarding student placement and staffing decisions. During the hiring process, certification is checked to ensure that teachers are in-field and meet professional qualifications for the position for which they are hired. Teachers who are found to be

Serving Low Income and Minority Children

	ineffective are provided intensive professional development and are monitored through a professional development plan. Mentoring and induction supports are provided for inexperienced teachers.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	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, 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 levels. Targeted teacher development is provided throughout the school year at every school within the district. Principals, school leaders, and teachers are provided with mentors and coaching when new to the district or their position and on an ongoing basis 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, 30 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 through each school's impact check, which is reviewed during the school's periodic review.

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

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

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

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	(1) Langston Chapel Elementary School and Stilson Elementary School have been identified as ATSI schools. (2) Teacher Clarity PD and SDI implementation will be a continued focus for both schools. Title IIA funds will be prioritized to support these initiatives at both schools. Title I-A SIG funds have historically been used to help fund School Improvement Specialist positions at each school. According to the FRL001 report (Nov, 2025), SES has a poverty level of 79.09% and LCES has a poverty level of 100%. LCES receives the highest PPA of Title I-A funding allocated by the district for the elementary school grade span group.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based	

CTAE Coordination

learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Discipline data are analyzed to identify and address high rates of discipline that result in out-of-school suspension, in-school suspension, alternative placement, and expulsion. This includes disaggregating data by student subgroup and compiling the 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 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 Interventions and Supports), restorative practices, and alternatives to out-of-school suspension. Consistency of practice will continue to be addressed by revising protocols to include a progressive discipline plan that is age 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 may be utilized after minor discipline incidents in an effort to prevent future major discipline incidents. This committee holds work sessions to decrease inconsistency among schools with disciplinary responses. 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 who provide direct instructional support to students. Expected outcomes include heightened levels of social-emotional learning, increased family engagement, and decreased rates of discipline.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

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

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	

Title I, Part A - Targeted Assisted Schools Description

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

Title I, Part A – Educational Programs

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

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe:How the Migrant Student Information Exchange (MSIX) is used in the records transfer process (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	The required Migrant Occupational Survey is embedded in Bulloch County Schools' online registration process and must be completed for all newly enrolling students. In addition, the occupational survey questions are included annually in each student's back-to-school registration process for all returning students. Responses indicating potential migrant eligibility generate alerts that are automatically sent to the Migrant Student Service Provider (SSP) staff and Migrant Coordinator. A Migrant SSP follows up on all alerts and contacts families to determine eligibility and identify needs for new or returning students enrolling in Bulloch County Schools. For qualifying families, the Migrant SSP completes the Certificate of Eligibility (COE) and submits it for approval by the Georgia Migrant Education Program. Upon approval, the Migrant SSP notifies the parents of eligibility. In addition, Migrant SSPs conduct community recruitment activities to identify migratory children, dropouts (DO), and out-of-school youth (OSY) who may be eligible for services. The Migrant Coordinator oversees the identification process and works with Migrant SSP staff to ensure that all potential migrant referrals are reviewed and that eligible students are appropriately identified and served. The New Participant Report provided by the Georgia Department of Education Migrant Program is used to update migrant status within the district's student information system, Infinite Campus. The Migrant Coordinator updates the student's migrant designation in Infinite Campus. Migrant Student Service Providers work closely with school registrars, counselors, and other school personnel in requesting, receiving, and interpreting records for migratory students. Migrant SSPs assist families with enrollment and help obtain required documentation. School registrars request all available educational and health records, including transcripts, grades, assessment results, immunization records, hearing and vision screenings, and other pertinent records from previous schools. Bulloch County Schools utilizes available translation and interpretation resources when records are received in a language other than English. The Migrant SSPs are responsible for accessing the Migrant Student Information Exchange (MSIX) within 48 hours of identifying an eligible migratory student. Information available in MSIX is reviewed and shared with registrars, counselors, and school staff involved in enrollment and scheduling decisions. MSIX records, including enrollment history, course credits, assessment information, health

Title I, Part C – Migrant Intrastate and Interstate Coordination

	information, and educational services received, are used to support timely enrollment, appropriate grade-level placement, course scheduling, credit accrual reviews, and continuity of educational services for migratory students. When migratory students withdraw or move from the district, Migrant SSPs submit a move notification in MSIX within 48 hours to facilitate records transfer and support the student's transition to the receiving district or state. Likewise, when migratory students arrive in Bulloch County Schools, Migrant SSPs review available MSIX records and submit notifications through MSIX to facilitate communication with the sending state and expedite the transfer of records. When known, Migrant SSPs also contact the receiving or sending school directly to support continuity of services and educational placement.

Title I, Part C – Migrant Supplemental Support Services

1.Consortium LEAs describe:ul 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3.Direct-funded LEAs describe:ul 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer	BCS Migrant Student Service Providers (SSP) serve unenrolled migratory preschool children by providing lessons on preschool readiness. Migrant SSPs identify preschool families 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, shapes, and body parts. This initiative continues during the month of June, so long as families continue to participate. Migrant SSPs ask that parents work on lessons between visits. Progress is evaluated through pre- and post-assessments using the Preschool Checklist of Basic School Readiness Skills. Results are reviewed by Migrant SSPs to determine growth in school readiness skills, identify areas requiring additional support, and guide future instruction. Parent feedback and observations are also considered when evaluating the effectiveness of services and determining additional family needs. For migratory students who have dropped out and for students who are identified as out-of-school youth (OSY), Migrant Student Service Providers (SSP) schedule home visits or visit students in the field. Migrant SSPs conduct interviews using the OSY Profile to determine the needs, interests, educational goals, and support services needed by the DO/OSY. Information gathered from the OSY Profile is used to develop appropriate services, referrals, and instructional activities tailored to each student's individual needs. Migrant SSPs also make

Title I, Part C – Migrant Supplemental Support Services

	observations and provide information regarding available school and community resources. Services may include lessons regarding sun exposure, pesticide safety, hygiene, financial literacy, and other life skills based on identified needs. Hygiene bookbags are purchased and provided to students who are in need. Information is also shared regarding survival English classes and, when appropriate, opportunities to obtain a GED. Migrant SSPs coordinate with programs such as Coastal Plains Education Charter High School to assist DO/OSY in pursuing a GED or other educational opportunities. Services are provided throughout the regular school year and continue during the summer months as student availability permits. Progress is evaluated through pre- and post-assessments, follow-up interviews, and documentation of participation in services and referrals. Assessment results and participation are reviewed by Migrant SSPs to determine whether identified needs have been addressed and to make adjustments to services as needed.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	1. Description of District Procedures (School Completion, School-Age, and Post-Secondary Transition) The district offers a full continuum of services and service models based on individual student needs and the Least Restrictive Environment (LRE). To the greatest extent possible, special education students are taught by special education and content-certified teachers. At the high school level, general education content specialists are frequently dual-certified in special education. In core areas such as Math and Reading, this dual-certification allows students to access the general education curriculum with small-group, direct instruction in their areas of highest need. Additionally, the strategic use of co-teachers and inclusion paraprofessionals is supported across all middle and high schools, ensuring students receive instruction from content-area experts within the general education setting. To systematically improve graduation rates, the district implements targeted procedures across three distinct areas: School Completion & Credit Recovery Procedures Students are provided with a variety of strategies, interventions, and programs to support high school completion. High school graduation coaches, counselors, and special education case managers conduct quarterly transcript and credit reviews to proactively identify SWDs who are struggling or falling behind on credit requirements. When identified, these students are immediately routed into targeted, supported interventions, including: ● Credit recovery options supported by a certified teacher in a dedicated lab setting or a study skills setting. ● Alternative educational settings, altered day schedules, and summer school. ● Comprehensive wrap-around services available through school counselors, online instruction, tutoring, home-based instruction, and hospital homebound services. Students are actively counseled and encouraged to explore all of these supportive avenues prior to leaving high school without a high school diploma. School-Age Transition & Career Exploration Procedures The district implements robust Community-Based Instruction (CBI), Career Technical and Agricultural Education (CTAE) courses, and Work-Based Learning (WBL) programs to develop work skills, a wide array of personal interests, and individual responsibility.

IDEA Performance Goals:

	● High School High Tech: This program is fully utilized across the district to offer varied opportunities for career exploration, stem-based learning, and specialized training. ● Vocational Rehabilitation: Dedicated vocational rehabilitation specialists collaborate with the district to assist students with post-secondary options beginning in the 11th grade or earlier. They work closely with staff to identify, practice, and refine job skills, employment readiness, and community integration. Post-Secondary Transition & IEP Integration Post-secondary transition planning is legally and practically driven through the IEP process. Beginning no later than the IEP year the student turns 16 (or younger if appropriate), the IEP team utilizes age-appropriate transition assessments to develop measurable post-secondary goals. These goals are directly aligned with the student's course of study to ensure a clear pathway to graduation. ● Project SEARCH Integration: For students with significant intellectual and developmental disabilities, the district implements Project SEARCH, a business-led, total-immersion school-to-work program. Eligible students (ages 18–21) enter Project SEARCH during their final year of high school eligibility. To participate, students successfully complete their high school coursework requirements but defer the receipt of their high school diploma to remain enrolled in the LEA for this specialized, one-year transition program. In collaboration with a local host business, Vocational Rehabilitation, and a Community Rehabilitation Provider, students complete a daily employability curriculum and three distinct 10-week targeted internship rotations to master competitive, marketable job skills aligned with their IEP post-secondary goals. 2. Specific Professional Learning Activities To ensure all stakeholders are equipped to support student success and improve graduation outcomes, the district provides structured, mandatory professional learning: ● IEP Transition Plan and Deferment Training: High school special education case managers receive annual, targeted professional learning on writing legally compliant, high-quality IEP transition plans. This includes training on selecting and administering age-appropriate transition assessments, aligning annual IEP goals with post-secondary outcomes, and properly documenting the legal requirements for diploma deferment for students entering Project SEARCH. ● ASPIRE Program Training: Over the last five school years, the ASPIRE (Student-Led IEP) program has been expanded to include more students. Parents, teachers, and students participating in ASPIRE attend mandatory yearly professional learning to receive program information, requirements, and strategies to foster student self-determination and ownership over their graduation path. ● Project SEARCH Program Model Training: The district's on-site

IDEA Performance Goals:

	Project SEARCH special education teacher and job coaches participate in annual national and state program training. This professional learning focuses on the deployment of evidence-based employability curriculum modules, executing effective workplace accommodations, and utilizing data systems to track student progress. ● Co-Teaching and Inclusive Practices: Ongoing professional development is provided to middle and high school co-teaching teams (general education content experts and special education teachers) to maximize student engagement and high-quality instruction within the general education setting. 3. Plan to Monitor Implementation with Fidelity The BCS Special Education Services Department, supported by one Executive Director, two Directors, and six Specialists, maintains a multi-layered monitoring system to ensure all transition and graduation initiatives are implemented with high fidelity: ● Quarterly IEP Continuous Improvement Monitoring: One designated High School Special Education Specialist works closely with building-level teams to monitor transition compliance. This specialist conducts quarterly random file audits of IEPs at each high school to evaluate the quality of transition plans and provides immediate follow-up support and shoulder-to-shoulder coaching during IEP meetings. ● Project SEARCH Steering Committee & Database Reviews: The High School Special Education Specialist conducts monthly site visits to the Project SEARCH host business and actively participates in monthly steering committee meetings alongside business partners and Vocational Rehabilitation. Implementation fidelity and student outcomes are tracked using the Project SEARCH National Database to measure progress toward competitive, integrated post-program employment. ● Systemic Data Analysis: The Special Education Executive Director and Directors monitor district-wide graduation and dropout indicators (attendance, discipline, and credit accrual data) on a 9-week cycle to identify systemic trends and allocate specialist support to high-risk schools. ● Dropout Follow-Up and Re-engagement: On a quarterly basis, the High School Specialist tracks and follows up with students who are no longer attending or who have withdrawn without a diploma. The specialist contacts these families to determine what resources, credit recovery options, or alternative pathways can be provided to have the student re-enroll and successfully complete their high school diploma requirements. Administrative Oversight:The overall expansion, implementation, and success of these initiatives, including the community resource fairs and parent trainings organized by the district Parent Mentor, are continuously supported and monitored by the Special Education

IDEA Performance Goals:

	Director, Parent Mentor, GLRS, and the building-level Special Education Program Coordinator at each school site.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	Bulloch County Schools utilizes a comprehensive approach within its Preschool Intervention Program (PIP) to enhance environments, track outcomes, and ensure seamless transitions. 1. Specific Young Children Activities (Environment, Outcomes, Transition) ● Environment: Bulloch County Schools prioritizes the Least Restrictive Environment (LRE). Children with disabilities (SWDs) participate alongside typical peers 5 days a week in Georgia Pre-K inclusion classes (supported by a preschool special education teacher and paraprofessional). The Preschool Intervention Program (PIP) is a comprehensive, cost-free initiative available across all school systems in Georgia, specifically tailored to support children aged three to five with distinct special education needs. Recognizing that early intervention is vital to easing the transition into kindergarten, Bulloch County schools utilize PIP to deliver highly individualized learning experiences that target crucial developmental areas, including communication, motor, cognitive, social-emotional, behavioral, and self-help skills. Eligible families can access a robust network of supportive services, ranging from comprehensive evaluations and direct instruction by specialized teachers (including those for the visually or hearing impaired) to speech, occupational, and physical therapies, audiological services, transportation, and external agency referrals. PIP also extends services into the natural environment, serving children in local private childcare facilities and home settings throughout Bulloch County. For students requiring a separate special education setting, integration occurs daily during lunch, recess, activities, field trips, and school-wide events. ● Outcomes: To improve student outcomes, particularly in social skills and communication, PIP utilizes Professional Learning Communities (PLCs) to analyze student data and problem-solve. Based on outcome data showing a need for program improvement due to staff turnover, the district is implementing intensive, job-embedded Autism training featuring both classroom preparation and side-by-side coaching. Equitable instructional materials are purchased annually for all sites to support developmentally appropriate growth. Progress is tracked systematically to meet state child outcome indicators. ● Transition: To ensure a seamless transition into Part B services, the district maintains a strict procedure with Babies Can't Wait (BCW). The Program Specialist and staff participate in transition planning conferences to ensure eligible children have IEPs developed and implemented by their third birthday. Furthermore, PIP coordinates transition activities as children transition from the 3-5 program into Kindergarten.

IDEA Performance Goals:

	2. LEA Procedures & Timeline Monitoring:Referrals from parents, pediatricians, daycares, and BCW are processed through a centralized intake system. To ensure compliance with state and federal evaluation timelines, the district utilizes a shared database that produces quarterly compliance reports. The Program Specialist meets weekly with the Executive Director to review PIP referrals, monitor evaluations, track class sizes, and evaluate staffing needs to prevent any delays in service delivery. 3. Services Offered and Locations:Special education and related services (such as speech, occupational, and physical therapy) are delivered in a continuum of locations across Bulloch County: ● Bulloch County Elementary Schools (Inclusion Pre-K and separate settings). ● Community Daycares and Private Preschools. ● The child's home environment (when determined appropriate by the IEP team). 4. Designated Staff for the 3-5 Population ● Program Specialist: Coordinates, monitors, and oversees the daily operations of PIP. ● Itinerant PIP Staff: Five (5) itinerant teachers and therapists providing specialized instruction and related services across community and home settings. ● School-Based Staff: Six and a half (6.5) special education teachers and paraprofessionals embedded in the elementary school/Pre-K sites. ● Executive Director of Special Education: Oversees systemic compliance, collaborates with elementary principals, and manages agency MOUs. ● Parent Mentor: Partners with PIP staff to bridge communication between home and school. 5. Collaboration with Outside Agencies & LEA-Conducted Trainings:The Executive Director and Program Specialist maintain ongoing collaboration through regular meetings with Babies Can't Wait, local private therapists, mental health counselors, and public/private daycare directors. To build community capacity and improve early intervention environments, PIP preschool special education teachers provide ongoing support, resources, and evidence-based inclusion strategies directly to general education teachers and private childcare providers working with SWDs. 6. Parent Trainings:The PIP Program Specialist and preschool teachers, in partnership with the district's Parent Mentor, design and deliver targeted parent trainings each semester. These sessions are offered in flexible formats (both face-to-face and virtual). To ensure the

IDEA Performance Goals:

	training meets the direct needs of families, parents are surveyed annually to select relevant topics, which include navigating the IEP process, supporting communication at home, and managing behavior transitions.

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 SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	The district is deeply committed to improving the provision of a Free and Appropriate Public Education (FAPE) for students with disabilities (SWDs). By focusing on targeted professional development, rigorous monitoring, and a flexible continuum of services, we ensure every student receives a high-quality education tailored to their unique needs. 1. Teacher Training: IEP/Eligibility Procedures & Instructional Practices To ensure compliance and high-quality instruction, the district provides continuous, data-driven professional development for both special and general education staff: ● IEP and Eligibility Procedures: Annual compliance training is mandatory for all special education staff, focusing on legal timelines, comprehensive eligibility criteria, data-driven present levels of performance (PLAAFPs), and measurable goal writing. ● Co-Teaching and Collaboration: Initial and follow-up co-teaching training will continue to ensure general and special educators effectively utilize collaborative models (e.g., station teaching, parallel teaching) to maximize student engagement. ● Instructional Practices & Assistive Technology (AT): Ongoing training is provided on evidence-based instructional practices, differentiated instruction, and updated AT guidance. This equips teachers to effectively assess, monitor, and implement technology solutions that grant students full access to the curriculum. 2. Ensuring the Least Restrictive Environment (LRE) The district firmly believes that SWDs should be exposed to the general education grade-level curriculum to the maximum extent possible. ● Early Childhood LRE: Preschool students with special needs served in Pre-K programs at district sites receive services from embedded special education teachers. This allows for flexible scheduling and precise, data-driven instructional recommendations as students transition to kindergarten. ● Annual IEP Exploration: During annual reviews, IEP teams are required to rigorously explore the full range of placement options, always defaulting to the general education setting with supports before considering more restrictive environments. ● Assessment Participation: Teams actively plan for student participation in the state assessment (GMAS) with appropriate accommodations, ensuring students remain tied to accountability standards. 3. The Continuum of Service Options

IDEA Performance Goals:

	The district maintains a robust continuum of service options to meet the diverse academic, social, and emotional needs of all SWDs: ● General Education with Supportive Services Students remain in the general education classroom and receive accommodations, modifications, or assistive technology. ● Consultative Services Special education teachers collaborate regularly with general education teachers to monitor student progress and adjust strategies. ● Collaborative / Co-Teaching A general education and special education teacher jointly deliver instruction within the general education classroom. ● Resource Room (Pull-Out) Students receive small-group, targeted intervention in a separate special education setting for a portion of the day. ● Separate Self-Contained Classroom For students requiring intensive, specialized instruction, specialized programs are available within the district school sites to maintain peer socialization. 4. Sharing IEP Accommodations and Modifications FAPE is only possible when every educator working with a student understands their legal accommodations. ● Digital Access and Receipt: At the start of the school year, and immediately following any annual review or amendment, all general education teachers, connections/specials teachers, and relevant support staff are provided secure access (through SLDS) to the student's IEP section on accommodations, modifications, and behavior intervention plans (BIPs). ● Verification of Review: The district utilizes an electronic signature/verification process where teachers must document that they have read, understood, and are ready to implement the required accommodations for every SWD in their roster. 5. Supervision and Monitoring Procedures To guarantee accountability and the consistent provision of FAPE, the district utilizes a multi-tiered monitoring framework: ● Child Find Monitoring: The Special Education Department consistently monitors Child Find policies, using annual public communication and strict screening timelines to ensure any student suspected of having a disability is identified and evaluated promptly. ● IEP Quality Reviews: IEP meetings and documents are monitored using a three-layered approach: 1. Special Education School Coordinators: Special education coordinators review special education case managers' files to catch administrative errors and foster collaborative accountability. School-level coordinators review IEPs post-meeting for compliance and instructional alignment. 2. District Review: District specialists review IEPs for compliance and

IDEA Performance Goals:

	instructional alignment. 3. District-Level LEA Attendance: District administrators routinely attend IEP meetings to provide oversight and ensure that resources and services are legally offered and fully implemented.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	Overview of Compliance Framework The BCS Department of Special Education Services ensures overall compliance with state and federal regulations by maintaining a rigorous infrastructure of written guidance, continuous monitoring, and targeted professional development. The BCS Special Education Handbook is updated annually to align with the Georgia Department of Education (GaDOE) guidelines. All special education staff are required to review the manual and submit a signed affirmation of completion within the first 30 days of the school year. 1. LEA Procedures for Timely and Accurate Data Submission To meet state and federal reporting timelines (including FTE, Student Record, and Indicator Timelines), BCS utilizes a multi-tiered data verification process: ● Data Management Systems: BCS utilizes GO-IEP alongside the district's Student Information System (SIS) to track student records. ● Monthly: The central office reviews all IEP and assessment data. The central office generates and distributes a report to any special education teachers, coordinators, school psychologists, and building administration outlining issues. ● Pre-Submission Auditing: Prior to all major GaDOE data collections, the Special Education Director and Data Specialist run error reports within GO-IEP to reconcile discrepancies between the SIS and special education records, ensuring 100% accuracy before final submission. 2. LEA Procedures for Correction of Noncompliance (IEPs & Transition Plans) When compliance errors or past-due timelines are identified through internal audits or GaDOE monitoring, BCS implements a strict correction protocol: ● Timeline for Correction: Any identified noncompliance regarding IEPs or Secondary Transition Plans must be corrected immediately, and no later than 10 days from identification. ● Transition Plan Compliance: For students aged 16 and older, Transition Plans are rigorously monitored for the inclusion of measurable post-secondary goals, transition services, and evidence of student involvement. ● Root Cause Analysis: If a systemic compliance issue is identified at a specific school site, the central office administration collaborates with the school's leadership to address the root cause and implement corrective action plans.

IDEA Performance Goals:

	3. Specific Professional Learning (PL) Offered BCS provides targeted, ongoing Professional Learning designed to address the specific pillars of IDEA Performance Goal 4: ● Overall Compliance: Annual mandatory training for all special education staff on the updated BCS Implementation Manual, Child Find mandates, eligibility criteria, and legal defensibility in IEP writing. ● Timely & Accurate Data Submission: Ongoing, specialized training on GO-IEP navigation, data entry standards, and error-resolving processes for both new and veteran teachers. ● Correction of Noncompliance: Targeted PL workshops focusing specifically on high-error areas, such as writing compliant Secondary Transition Plans, developing measurable goals, and understanding the 10-day correction window protocols. 4. Supervision and Monitoring Procedures Supervision is sustained throughout the school year using a layered administrative approach to ensure practices are implemented uniformly across all school sites: ● Administrative and Lead Teacher Meetings: Monthly compliance meetings are held between central office administrators and the School Special Education Coordinators to review compliance data and redeliver critical state updates. ● Routine File Audits: Special Education Administrators conduct regular, random peer and administrative file reviews at each school site using a standardized compliance checklist. Centralized Record Review:Special education paperwork is maintained digitally in GO-IEP and cross-referenced with physical files at the central office. Any administrative discrepancies are flagged automatically, triggering direct support from a central office compliance specialist.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of Title IV, Part A funds.”

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

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

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of Title IV, Part A funds.

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

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

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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