Comprehensive Needs Assessment
2026 - 2027 District Report



Bibb 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	Meeting
Multiple Program(s)	Other School Leaders	Meeting
Multiple Program(s)	Charter School Leaders(if the LEA has charter schools)	NA
Multiple Program(s)	Teachers	Meeting
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	Meeting
Multiple Program(s)	Specialized Instructional Support Staff	Meeting
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
Multiple Program(s)	Community Partners	Meeting
McKinney-Vento Homeless	Homeless Liaison	Meeting
Title I, Part A – Foster Care	Foster Care Point of Contact	Meeting
Title I, Part C	Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)	Meeting
Title II, Part A	Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)	Meeting

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The Bibb County School District (BCSD) initiated its strategic planning process at the start of the school year using a collaborative and inclusive approach. Engagement efforts involved the Board of Education, district and school staff, students, parents, and community partners. Input was collected through community events, focus groups, online surveys, board retreats, and feedback meetings with principals, executive leaders, and advisory groups. Each year, schools and departments conduct formal needs

	assessments, set SMART goals, identify evidence-based strategies, and develop action plans aligned with district priorities. Progress is reviewed regularly through leadership meetings, leadership development programs, and district initiatives. Schools also participate in quarterly reviews of their Continuous Improvement Plans (CIPs) to monitor implementation and outcomes. BCSD maintains strong engagement with families and community partners through workshops, PBIS events, parent sessions, literacy initiatives, and ongoing surveys. Community collaboration is further strengthened through business partnerships, advisory councils, faith-based meetings, and public forums. The Superintendent shares district progress through annual reports and listening sessions, while climate surveys gather feedback from students, staff, and families. Additional public forums are held to gather input on key plans and programs, including the Comprehensive LEA Improvement Plan (CLIP), the District Parent and Family Engagement Plan (DPFEP), and various federally supported programs. The district also partners with the RISE initiative (Restoring Inspiration by Success in Education), led by the District Attorney, to support at-risk youth through coordinated services from community, civic, and mental health professionals. To support effective engagement, BCSD provides schools with a procedural handbook, timelines, training, and resources for program monitoring. The District Parent and Family Engagement Plan outlines expectations for building strong school-family partnerships, while the Family Friendly Partnership School model promotes welcoming and inclusive environments. Schools and district sites host annual open houses, encourage volunteerism, and provide family resource centers. They also offer workshops and training opportunities to build the capacity of both families and staff in supporting student success. Departments collaborate to develop accessible communication materials, and community partnerships help address student well-being through health, wellness, and social-emotional supports. To maintain consistent communication and engagement, BCSD utilizes a variety of tools, including in-person meetings, surveys, social media, newsletters, Parent Square, online portals, school marquees, and the Let's Talk® platform. Translation services and multilingual resources ensure accessibility for English learners and non-English-speaking families.

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?	The Bibb County School District (BCSD) works collaboratively with principals, school leadership teams, district coordinators, directors, and senior cabinet members to assess and address the needs of various student subgroups. District subgroup coordinators partner with students, families, schools, and local and state agencies to provide services that promote academic, social, and behavioral success. Engagement efforts are designed to include multiple communication methods and prioritize stakeholder input and collaboration. BCSD conducts a variety of stakeholder forums that include opportunities for questions and feedback on key initiatives such as the

	Comprehensive LEA Improvement Plan (CLIP), the District Parent and Family Engagement Plan (DPFEP), the Family Engagement Budget, and programs including McKinney Vento, Foster Care, Migrant Education, and Meet Me at the Mall parent sessions. As all schools operate under Title I, Family and Community Engagement Surveys are distributed to gather parent input. Each school completes a Needs Assessment Worksheet using survey results and subgroup performance data. Areas of focus may include recruitment and retention, professional learning, class size, paraprofessional qualifications, and equity. Principals share subgroup needs with school councils, administrative teams, staff, and community partners. Based on identified needs, schools develop targeted strategies and determine appropriate funding sources to address gaps. Immigrant Students:Immigrant families and stakeholders engage in advisory meetings where school staff, administrators, and community members collaborate to identify needs, provide feedback, and support student success. English Learners:ESOL teachers coordinate parent meetings at schools, within the community, and at large events such as the Hispanic Heritage Festival and Hispanic Health Fair. These sessions provide information about ESOL and Title III programs, including eligibility, instructional models, exit criteria, resources, and academic expectations. Teachers also demonstrate how families can use online learning tools. A district-level needs assessment is conducted annually for English Learner families. The district's Bilingual Family Liaison and ESOL staff share information about community resources, including health fairs and library programs. Interpretation services are provided at key events, such as the Back-to-School Bash and Spring Academic Fair. The ESOL Advisory Committee meets regularly to review enrollment trends, discuss challenges, and share outcomes. Additionally, ESOL staff and a Parent Liaison facilitate a weekly after-school program that provides EL families with technology access and training to support student learning. Neglected or Delinquent (N and D) Students:Bibb County is home to five residential N and D facilities, and most students residing in these facilities attend BCSD schools, receiving the same instructional services as their peers. Title I funds support after-school interventions, while additional support is provided through special education, technology, and professional learning departments. Instruction follows the Georgia Standards of Excellence, and students with disabilities receive individualized services through the IEP process in coordination with facility staff. Migrant Students:BCSD implements the Georgia Department of Education's Migrant Education Program (MEP), providing tutoring and supplemental services. Needs are identified through a comprehensive district assessment, with a focus on increasing parent engagement and closing achievement gaps. When eligibility is confirmed, services are promptly coordinated, and records are transferred using the migrant data system. The MEP liaison organizes Parent Advisory Council meetings and coordinates summer enrichment opportunities to address learning loss. Students with Disabilities:Students with disabilities are educated in the least restrictive environment whenever possible. The IEP team,

	including parents, considers accommodations, modifications, and supports before recommending more restrictive placements. Parents are active participants in decisions related to eligibility, evaluation, and services. BCSD employs Parent Mentors—experienced parents of children with disabilities—who assist families by providing guidance, connecting them to resources, facilitating training, and supporting engagement efforts. These mentors play a key role in strengthening family-school partnerships and promoting parent involvement. The district also offers informational meetings on special education topics. McKinney Vento and Foster Care Students:BCSD aligns its services with state requirements for supporting students experiencing homelessness and those in foster care. A comprehensive needs assessment identifies service gaps and informs strategies to improve academic outcomes and increase family engagement. The district liaison collaborates with schools and community organizations to coordinate services, assist with records, and monitor student progress. Parent Advisory Council meetings provide opportunities for feedback and communication. Students are also encouraged to participate in summer programs focused on academic and social-emotional development. BCSD uses the ACE (Adverse Childhood Experiences) framework, in accordance with HB 855, to better understand and address trauma experienced by foster care students. Stakeholder Inclusion Recommendation: BCSD ensures that all required Title II, Part A stakeholders, including paraprofessionals and specialized instructional support staff, are actively involved in the CLIP process to maintain compliance. Stakeholder groups include parents, coaches, community members, teachers, paraprofessionals, instructional support staff, administrators (both district and school-based), higher education representatives, and private school parents, teachers, and administrators.

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.	2.01
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	1.97
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.	2.01
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.	2.05
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.07
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.03
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.	2.04
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.	2.03
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.	2.01
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.	2.01
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.	1.99
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	1.97

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.	2.01
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	1.96
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.	2.12
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	1.99
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.	2.2
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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.	2.01
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	1.96
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.	2.12
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	1.99
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.	2.17
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.	2.2
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.14
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.	1.99
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	1.99
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.	2.14
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.01
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.	1.99
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	1.97
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.	2.01
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	1.96
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.	2.12
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	1.99
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.	2.17
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.05
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.07
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.03
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.	2.04
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.	2.03
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.12
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.	2.01
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.	2.2
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.14
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	Increase the number of students reading on grade level
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Bibb County Schools is actively advancing a districtwide literacy initiative focused on getting every student reading on grade level. By implementing structured literacy practices, expanding early intervention supports, embedding on-going teacher professional learning, and closely monitoring student progress, the district is making measurable strides in improving reading outcomes. All teachers' instructional efforts are guided by district approved instructional pacing guides and curriculum maps ensuring GSE alignment. This focused effort reflects a shared commitment among educators, families, and the community to ensure that all students develop the critical literacy skills needed for long-term success.

Overarching Need # 2

Overarching Need	Decrease the number of students not attending school
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Bibb County School District has identified a high-priority need to reduce the number of students who are not attending school regularly. While data indicates that attendance trends are improving over time, the issue remains significant and continues to require focused attention and intervention. The ability to identify root causes provides a strong foundation for targeted strategies and sustainable

Overarching Need # 2

Additional Considerations	solutions. Continued monitoring and responsive actions are essential and will be a district focal point as we seek to maintain progress and accelerate improvement. Identified Root Causes: Health-Related Issues ● Chronic illness, mental health concerns, increased anxiety or school avoidance behaviors Family and Economic Challenges ● Housing instability or frequent mobility ● Caregiving responsibilities or need for student employment School Climate and Engagement ● Negative school experiences (e.g., bullying, discipline issues) ● Perception that school is not relevant or supportive ● Academic Struggles ● Students falling behind academically leading to avoidance District's Collaborative Recommendations for Improvement: To address attendance challenges and build on the improving trend, the following strategies were discussed: Early Identification and Intervention ● Implement an early warning system to track attendance patterns ● Intervene quickly when students show signs of chronic absenteeism Strengthen Family Engagement ● Increase communication with families regarding attendance importance ● Offer flexible meeting options and provide attendance resources/support Enhance Student Engagement ● Create a positive, supportive school climate ● Expand extracurricular activities and career-connected learning opportunities ● Build strong relationships between staff and students Address Barriers to Access ● Provide transportation assistance where needed ● Connect families to community resources (healthcare, housing, food support) Mental Health Supports ● Increase access to counseling and social-emotional supports (Project Aware, Social Workers, etc.) ● Develop programs that address school anxiety and avoidance Incentives and Recognitions ● Implement attendance incentives and recognition programs (School and District

Overarching Need # 2

Additional Considerations	levels) ● Celebrate improvements and consistent attendance (School and District levels) Data Driven Decision Making ● Regularly review attendance data disaggregated by subgroup ● Adjust interventions based on effectiveness and trends

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 - Increase the number of students reading on grade level

Root Cause # 1

Root Causes to be Addressed	Student Factors- Early identification of learning disabilities, chronic absenteeism Curriculum- Inconsistent implementation across classrooms Assessment Data and Use- Inaccurate/minimal use of progress monitoring systems, late identification of reading deficits Staff Capacity- Continued teacher training in structured literacy approaches Family and Community- Language barriers, low access to literature at home, socioeconomic stressors
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Trend data show that Bibb County School District's reading performance has

Root Cause # 1

Additional Responses	demonstrated improvement, however, acceleration, consistency and scale are needed to maximize performance results. Steady reading growth notes continued forward momentum.

Overarching Need - Decrease the number of students not attending school

Root Cause # 1

Root Causes to be Addressed	Health-Related Issues- Chronic illness, mental health concerns, increased anxiety or school avoidance behaviors Family and Economic Challenges- Housing instability or frequent mobility School Climate and Engagement- Negative school experiences (e.g., bullying, discipline issues), Perception that school is not relevant or supportive Academic Struggles- Students falling behind academically leading to avoidance
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Some of the identified root causes can be affected by the district and others unfortunately can not (such as housing instability or frequent mobility). The root causes that the district are able to affect will be the focal areas for enhanced operations.

District Improvement Plan
2026 - 2027



Bibb County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bibb County
Team Lead	Tracey Muff
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	'FUND 400' - Consolidation of Federal funds only
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title IV, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	Less than 100%

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below)Factors used to identify students in poverty at the district's Non-CEP school: SNAP, TANF, MediCAID, and Foster Care

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):	
✓	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
	Title IV, Part A

B. Define the specific statutory or regulatory requirement to be waived.	Waiver of Title I, Part A Limitation on Carryover-ESSA Section 1127(a) Unspent Title I, Part A FY27

C. If waived, what will be done that is different from what is currently required under the statute or regulation cited?Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met.	Approval of the waiver for the Title I, Part A carryover limitation will allow Bibb County School District to maximize the use of available funds to support academic recovery and improve outcomes in high-need schools.

D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver?(Please include both districtwide and/or local school level results or measurable goals)	Districtwide Goals: ● Increase proficiency in ELA and Math by 5% on Georgia Milestones. ● Reduce the number of CSI and ATSI schools through improved CCRPI scores. ● Ensure 90% of Title I-funded staff receive targeted professional learning. School Level Goals: ● Support full implementation of Schoolwide Improvement Plans. ● Increase student participation in extended learning programs by 10%.

Flex Waiver # 1 - LocalProgrammaticWaiver

E. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
	Other (Please specify)

Please provide any comments received as a result of the public notice here:	No comments received at this time.

Flex Waiver # 2 - StatewideWaiver

A. The following available statewide waiver is requested: (Please select a waiver from the dropdown menu)	Waiver of Title IV, Part A Content Area Minimum Percentage Spending Requirements – ESSA Section 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109

B. Select each program affected by this waiver request:	
	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
✓	Title IV, Part A

C. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)	To provide a detailed 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, include program objectives/goals/outcomes, and submit an updated FY27 Streamlined Consolidated LEA Improvement Plan (SCLIP). Districtwide Goals Increase access to well-rounded educational opportunities and student support services. Personnel- BCSD will provide wages and benefits for the following positions to support students with becoming college and/or career ready. Full job descriptions are attached for each position. Dual Enrollment Coordinator– A full-time coordinator will work with a group of students transitioning from ninth grade to twelfth grade. Their role involves guiding and supporting these students as they matriculate to high school. The facilitator's

Flex Waiver # 2 - StatewideWaiver

	responsibilities may include: Academic Guidance: Helping students navigate the transition to high school by providing advice on course selection study habits and time management. Mentorship: Serving as a mentor and role model offering guidance on personal growth goal setting and character development. Robotics Instructor- The part-time robotics instructor will develop and maintain the robotics program throughout the year. JROTC Instructor- The teacher provides support for courses activities and programming in subjects and supports BCSD model of exposing students to the 4E model which focuses on developing students to become leaders of character through high-quality instruction and enrichment opportunities that enable the development of life skills aspirations and expectations to be college and career-ready. Dual Enrollment Courses– Students will continually demonstrate high academic and social emotional growth preparing them for life, college, and careers by enrolling in postsecondary courses while in high school beyond the 30 hours provided by the State. Funds will be used to pay for the registration of courses. Additional Compensation for Digital Integration Training (DIG-IN)- District Technology staff members will provide training to certified educators on the effective uses of technology in the classroom. The targeted audience includes media specialists, teachers, academic coaches, and any other certified educators who express an interest or are encouraged to attend. Educators will create technology integrated artifacts to use with their primary audiences during the first nine weeks of school. Instructors will be paid their state rate for this activity while participants will receive a stipend upon successful completion of the course. Chamber of Commerce Career Works The district will purchase a GA Career Works online subscription which is an interactive workforce development one-stop-shop that links primary, secondary, and postsecondary students, job seekers, education, and training institutions and regional job providers on one comprehensive platform. Greater Career Works provides information on career pathways local industries opportunities and the skills to obtain real local jobs. Greater Career Works also features a variety of training videos and other virtual resources as well as links to traditional certification and degree programs offered by Macon's technical schools, colleges, and universities. Community In Schools– Contracted Services – Communities in Schools offer a unique solution to combat chronic absenteeism through a trained, caring adult. Across the U.S., many barriers affect students' ability to be present in school, and those challenges vary depending on the individual student and the community in which they live. CIS site coordinators work to find solutions to those challenges which working in schools to make connections for students to thrive. Equitable Services- Using the proportionate share worksheet BCSD will provide

Flex Waiver # 2 - StatewideWaiver

	Title IV funds to schools that elect to participate for the fiscal year to meet the needs of their students in the areas of Well-Rounded, Safe and Healthy, and the Effective Use of Technology.

D. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
	Other (Please specify)

Please provide any comments received as a result of the public notice here:	No comments received at this time.

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students reading on grade level
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Student Factors- Early identification of learning disabilities, chronic absenteeism Curriculum- Inconsistent implementation across classrooms Assessment Data and Use- Inaccurate/minimal use of progress monitoring systems, late identification of reading deficits Staff Capacity- Continued teacher training in structured literacy approaches Family and Community- Language barriers, low access to literature at home, socioeconomic stressors
Goal	Increase the percentage of students achieving a Lexile measure at the targeted grade levels (3rd, 5th, 8th, HS American Literature) to 55% as measured by the Milestones scores.

Action Step # 1

Action Step	Develop and implement instructional pacing guides aligned to the state curriculum
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento 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

Action Step # 1

Method for Monitoring Implementation	The Bibb County School District monitors the implementation of instructional pacing guides aligned to the state curriculum through ongoing classroom observations, lesson plan reviews, and collaborative PLC processes. Student assessment data is regularly analyzed to ensure alignment between instruction and pacing expectations, with mid-year and end-of-year reviews conducted to evaluate effectiveness and inform necessary adjustments.
Method for Monitoring Effectiveness	Bibb County School District monitors the effectiveness of instructional pacing guides aligned to the state curriculum by analyzing student achievement data, conducting classroom observations, and reviewing lesson plan alignment. Ongoing progress monitoring through PLCs, along with mid-year and end-of-year evaluations, ensures that pacing supports student mastery of standards and informs continuous instructional improvement.
Position/Role Responsible	Executive Director of Teaching and Learning/Teaching and Learning Dept.
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	eduClimber supports the district's efforts with aligning pacing guides to benchmark and formative assessment cycles. The following are ways in which support is provided to BCSD via eduClimber: 1. Connects Pacing to Real-Time Student Data eduCLIMBER centralizes all academic and non-academic data (assessments, STAR, attendance, behavior, interventions) into one platform. How this supports pacing: ● BCSD can compare where they are in the pacing guide vs. student mastery ● Teachers and leaders can see: Instead of pacing being calendar-driven only, it becomes data-driven pacing. 2. Dashboards Show If Instruction Is "On Track" eduCLIMBER provides interactive dashboards and data walls that visualize performance at the class, school, and district levels. Application to pacing guides: ● Monitor benchmark performance aligned to pacing windows (e.g., after Unit 2)

Action Step # 1

	● Identify: Leaders can quickly detect: "We're in Week 5, but only 40% of students mastered this standard—pacing needs adjustment." 3. Aligns Pacing to MTSS & Tier 1 Effectiveness eduCLIMBER is fundamentally an MTSS platform that evaluates Tier 1 instruction and intervention effectiveness. Why that matters for pacing: ● If many students need Tier 2/3 support on a standard: ● Helps districts evaluate: It turns pacing guides into living documents tied to instructional impact.

Action Step # 2

Action Step	Administer Star Reader Universal Screener for grades K-12
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Bibb County School District monitors the implementation of the STAR Reading Universal Screener through structured systems designed to ensure consistency, fidelity, and compliance across all schools: Assessment Administration Windows- The district establishes fall, winter, and spring testing windows and monitors completion rates to ensure all eligible students are assessed within designated timelines. Participation and Compliance Tracking- District and school leaders use reporting tools within the STAR platform to track student participation, ensuring all required grade levels complete the screener. Follow-up is conducted with schools that have incomplete or inconsistent data. Training and Support- Teachers and administrators receive training on proper test administration procedures, scoring, and data use. Instructional coaches and assessment coordinators provide ongoing support to ensure fidelity. Administration Fidelity Checks- School leaders and district staff monitor testing environments and practices to ensure assessments are administered according to established guidelines. This includes reviewing testing schedules, accommodations, and technology readiness. Data Entry and Reporting Verification- The district's REAA verifies that

Action Step # 2

Method for Monitoring Implementation	assessment data is accurately recorded and accessible in district data systems for analysis and decision-making.
Method for Monitoring Effectiveness	To determine whether the STAR Reading Universal Screener is effectively supporting student achievement and instructional decision-making, the district uses multiple measures: Student Growth and Achievement Analysis-The district analyzes growth metrics (e.g., Student Growth Percentiles, scaled scores) across fall, winter, and spring administrations. Data is examined to determine whether students are making expected reading progress. Identification and Intervention Outcomes- STAR data is used to identify students in need of intervention. The district monitors whether targeted interventions lead to improved reading performance over time. Correlation with Other Assessments- STAR results are compared with other district and state assessments (e.g., Georgia Milestones) to evaluate predictive validity and alignment. Data Use in PLCs and Instructional Planning- Schools review STAR data during Professional Learning Community (PLC) meetings to adjust instruction, group students, and plan interventions. The district monitors how effectively data informs instructional practices. Subgroup Performance Monitoring- The district analyzes performance trends across student subgroups (e.g., grade level, special education, English learners) to ensure equitable outcomes. Mid-Year and End-of-Year Reviews- Mid-year reviews assess whether screening data is being used effectively to adjust instruction and interventions. End-of-year evaluations examine overall student growth and the impact of screening on reading outcomes. Continuous Improvement and Adjustments- Based on findings, the district refines assessment practices, provides additional professional learning, and strengthens intervention systems.
Position/Role Responsible	Executive Director of Teaching and Learning/Teaching and Learning Dept.
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Action Step # 2

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnering with Renaissance, BCSD centrally configures: ● Fall, Winter, Spring screening windows ● Required assessments by grade band (e.g., Star Early Literacy K–2, Star Reading/Math 2–12) ● Minimum testing expectations How STAR supports this: ● Admin dashboard allows district-wide scheduling and assignment ● Clear visibility into who has/has not tested ● Automatic assignment by roster (no manual setup per teacher) Result: All students are expected to be screened within defined windows. 2. Real-Time Participation Monitoring STAR provides live completion tracking. Tools: ● Screening Status Dashboards ● "Students Not Tested" reports ● Building- and teacher-level completion rates How BCSD uses it: ● District leaders monitor daily participation rates ● Principals follow up with teachers who are behind ● Intervention teams ensure at-risk students are not missed Result: Immediate accountability during the screening window. 3. Automated Rostering & Integration STAR integrates with: ● Student Information Systems (SIS) ● Class rosters and enrollment updates Impact: ● Every enrolled student is automatically loaded ● Reduces risk of students being missed or excluded ● Updates in real time as students transfer schools Result: Comprehensive coverage across all K–12 students. 4. Efficient, Low-Burden Administration STAR assessments are: ● Short (typically 15–30 minutes) ● Adaptive (adjusts difficulty automatically) ● Administered digitally

Action Step # 2

	Why this matters: ● Easier for teachers to fit into instructional time ● Can be administered school-wide in testing blocks or flex periods Result: High feasibility → higher completion rates. 5. Building-Level Accountability Structures STAR enables role-based access: ● District leaders → monitor all schools ● Principals → monitor their building ● Teachers → track their class Common BCSD practices: ● Weekly screening completion check-ins ● Principal dashboards shared in leadership meetings ● Instructional coaches assigned to follow up Result: Shared accountability at every level. 6. Immediate Data Availability (Strong Incentive) As soon as students test, STAR provides: ● Scaled scores and percentiles ● Instructional reading/math levels ● Growth projections (SGP) Why this drives compliance: ● Teachers need the data for instruction and RTI/MTSS ● Intervention placement depends on completion ● Data feeds small group instruction and planning Result: Screening becomes instructionally valuable—not just compliance.

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the number of students not attending school
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Health-Related Issues- Chronic illness, mental health concerns, increased anxiety or school avoidance behaviors Family and Economic Challenges- Housing instability or frequent mobility School Climate and Engagement- Negative school experiences (e.g., bullying, discipline issues), Perception that school is not relevant or supportive Academic Struggles- Students falling behind academically leading to avoidance
Goal	Decrease the number of students chronically absent from school 10% or more from 22.7% to 12.7%.

Action Step # 1

Action Step	Monitor the implementation of PBIS
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	The district will implement a systematic monitoring process for the Positive Behavioral Interventions and Supports (PBIS) framework, beginning with a structured rollout at the start of the school year. Ongoing implementation fidelity will be evaluated through a mid-year review and a comprehensive end-of-year assessment to determine overall program effectiveness and inform continuous improvement efforts
Method for Monitoring Effectiveness	Quarterly data review, review feedback from stakeholders to inform program impact, confer with school leaders and PBIS leads to conduct annual program review checks,
Position/Role Responsible	Curlandra Smith, PBIS Coordinator

Action Step # 1

Evidence Based Indicator	Strong
Timeline for Implementation	Yearly
Does this action step support the selected equity intervention?	Yes
What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Communities in Schools, United Way, Middle GA RESA, Local Church Organizations, Juvenile Court System, Family Service Agencies, Health Department (Peach State Health Plans), Are Source, and Bibb County Law Enforcement.

Action Step # 2

Action Step	Monitor chronically absent students with 10 or more unexcused absences
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A IDEA McKinney-Vento
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Subgroups	Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Bibb County School District monitors the implementation of efforts to address chronically absent students through systematic tracking and accountability measures: Attendance Data Tracking Systems- The district utilizes its student information system to identify and monitor students with 10 or more unexcused absences in real time. Attendance reports are generated regularly for school and district review. Early Warning and Tiered Support Processes- Schools implement early warning systems to flag students approaching chronic absence thresholds. Attendance teams (e.g., social workers, counselors, administrators) meet regularly to review flagged students and assign interventions. School-Level Attendance Teams- Each school maintains an attendance or student support team responsible for monitoring student attendance data and ensuring interventions are implemented. Documentation of Interventions- Schools document contact attempts, parent conferences, attendance plans, and referrals (e.g., social services or truancy court where applicable). The district reviews documentation to ensure compliance with attendance protocols. Communication and Outreach- Schools follow district guidelines for notifying parents/guardians of absences and legal requirements related to compulsory attendance. Outreach efforts (calls, letters, home visits) are tracked for consistency. Administrative Oversight- District leaders review school attendance data and implementation practices through regular reports and check-ins. Schools with high rates of absenteeism may receive targeted support and monitoring.
Method for Monitoring Effectiveness	The district assesses the effectiveness of attendance monitoring and intervention efforts by examining outcomes and trends over time: Reduction in Chronic Absenteeism Rates- The district analyzes changes in the percentage and number of students with 10 or more unexcused absences across reporting periods (monthly, quarterly, annually). Student Attendance Improvement- Progress of identified students is tracked to determine whether attendance improves after interventions are implemented. Intervention Impact Analysis- The district evaluates which strategies (e.g., mentoring, counseling, incentives, family engagement) are most effective in reducing absences. Subgroup and School-Level Data Review- Attendance trends are disaggregated by grade level, school, and student subgroup to identify disparities and target resources. Correlation to Academic Outcomes- The district examines the relationship between improved attendance and student achievement, behavior, and engagement outcomes. Mid-Year and End-of-Year Reviews Mid-year reviews assess progress toward attendance goals and allow for

Action Step # 2

Method for Monitoring Effectiveness	adjustments in strategies. End-of-year evaluations measure overall effectiveness and inform planning for the following year. Continuous Improvement Processes Findings are used to refine district attendance policies, strengthen interventions, and provide professional learning to school staff.
Position/Role Responsible	Assistant Supt. Student Affairs/Truancy Coordinator/Attendance and Transfer Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Hope for the Heart of Georgia, Urban CEO, 100 Black Men, The 9 Foundation, Georgia Department of Human Services – Division of Family & Children Services (DFCS), and River Edge Behavioral Facility.

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).	Comprehensive Needs Assessment, Tiered Supports, and Service Delivery Bibb County School District (BCSD) implements a comprehensive, data-driven, and tiered system of support aligned with the Every Student Succeeds Act (ESSA) to identify and address the needs of its lowest performing students and federally identified subgroups. BCSD's tiered framework ensures differentiated levels of support: ●Tier I:Universal supports and services provided to all schools ●Tier II:Targeted supports based on identified school needs ●Tier III:Intensive supports for federally identified schools, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and district-designated Tier IV schools Currently, BCSD serves two Tier IV schools, eight CSI schools, two TSI schools, and one ATSI school. Tier IV schools receive the highest level of support, including monthly professional learning, Principal Professional Learning Communities (PLCs), and embedded coaching. For all Tier III and Tier IV schools, BCSD develops Collaborative Support Plans that include evidence-based interventions, clearly defined timelines, resource allocations, progress monitoring measures, and results-driven coaching. Additionally, District Intervention Coaches, funded through Title II, Part A, provide direct instructional support to identified schools. The district also implements the GEAR UP grant, which provides targeted academic enrichment, college and career readiness activities, and family engagement to improve postsecondary outcomes for middle school students. Coordination and Integration of Federally Funded Programs BCSD ensures that federally funded programs are coordinated, integrated, and aligned to maximize impact and eliminate duplication of services. A centralized structure, led by the Assistant Superintendent for District Effectiveness and Federal Programs, supports strategic planning, implementation, and monitoring of federal programs. Programs included within this coordinated framework are: ● Title I, Part A: Academic Achievement, Achievement Awards, Foster Care, and Family-School Partnership ● Title I, Part C: Education of Migratory Children ● Title I, Part D: Programs for Neglected or Delinquent Youth ● Title II, Part A: Supporting Effective Instruction ● Title III, Part A: Language Instruction for English Learners and Immigrant Students

Coordination of Activities

	● Title IV, Part A: Student Support and Academic Enrichment ● Title IV, Part B: 21st Century Community Learning Centers ● Equitable Services for Private Schools Specialized services are further aligned through collaboration across divisions. Special Education and McKinney-Vento Homeless programs are overseen by Student Affairs, while Title III services are coordinated in partnership with the Teaching and Learning division. This integrated approach ensures cohesive service delivery across all federally supported programs. Alignment of Resources to Identified Student Needs BCSD aligns federal resources to address the specific academic and non-academic needs identified through data analysis for high-priority student groups, including Economically Disadvantaged (ED) students, English Learners (EL), migratory and homeless students, students in foster care, neglected or delinquent youth, and students with disabilities. Targeted evidence-based supports include: ● Tutoring and extended learning opportunities, including summer programming for migrant and homeless students ● Instructional supports and professional learning to strengthen services for English Learners, including family engagement strategies ● Supplemental instructional resources and language development tools such as AMIRA, LETRS, and Edgenuity ● Professional learning in effective co-teaching models for general and special education staff, led by Program for Exceptional Children (PEC) coordinators ● Accessible instructional materials and modified CTAE equipment to ensure equitable access for students with disabilities ● Title I-funded instructional materials, technology, tutoring, and family engagement resources across core content areas ● Coordination between IDEA staff and instructional teams to align IEP goals with classroom instruction and scheduling Whole Child Supports and Community-Based Partnerships BCSD implements a whole child approach to address academic, social-emotional, and behavioral needs through integrated supports and strategic partnerships. The district continuously monitors and refines its social-emotional learning (SEL) framework to ensure alignment with student outcomes. Key strategies include: ● Districtwide implementation of Positive Behavioral Interventions and Supports (PBIS) ● Annual PBIS Back-to-School Bash to connect students and families with essential resources, including school supplies and wellness supports ● Strategic community partnerships aligned to Title IV, Part A priorities, including collaborations with the Georgia Sports Hall of Fame,

Coordination of Activities

	Babies Can't Wait, Child Find, and Macon-Bibb EOC Early Head Start ● Volunteer engagement and literacy initiatives such as Read United and Read to Succeed Attendance, Engagement, and Alternative Learning Supports BCSD implements targeted strategies to address barriers to attendance and increase student engagement, which are monitored through districtwide attendance initiatives and student support systems. Key efforts include: ● The Show Up 4ME campaign, which promotes consistent attendance through collaboration with students, families, and schools ● Implementation of the Macon-Bibb School-Justice Partnership (SJP), which provides alternatives to juvenile justice involvement and supports student behavior and engagement ● Access to alternative and flexible learning environments, including SOAR, VIP Academy, and YouthBuild, to meet the diverse needs of students who require non-traditional pathways BCSD's continuous improvement framework reflects a strategic and coordinated approach to meeting the needs of all students. Through its tiered support structure, alignment of federal resources, integration of services, and commitment to whole child supports, the district is actively working to eliminate achievement gaps and ensure equitable access to high-quality educational opportunities for every student.

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)	Equitable Access to Effective, In-Field, and Experienced Teachers In alignment with ESSA Section 1112(b)(2), Bibb County School District (BCSD) implements a comprehensive process to ensure that low-income and minority students enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. BCSD utilizes data analysis, targeted staffing strategies, and ongoing monitoring to identify and address any disparities in teacher assignment and distribution. ESSA requires districts to annually evaluate and address inequities in educator distribution, particularly among high-poverty and high-minority schools. Ineffective Teachers Identification of Disparities: BCSD analyzes teacher effectiveness data through its educator evaluation system, using performance ratings and student outcome measures to identify patterns in teacher assignment across schools. District-level reviews compare the distribution of effective versus ineffective educators in Title I schools to those in non-Title I schools to determine any equity gaps. Strategies to Address Disparities:

Serving Low Income and Minority Children

	● Strategic staffing and reassignment practices to ensure highly effective teachers are equitably distributed across all schools ● Ongoing professional learning, coaching, and support for teachers in identified schools, including embedded instructional coaching and job-embedded professional development ● Utilization of Title II, Part A funds to strengthen teacher effectiveness through professional development, mentoring, and performance support ● Continuous monitoring of educator performance data and adjustment of staffing plans based on identified needs These actions align with ESSA's focus on improving teacher quality through recruitment, development, and equitable distribution of effective educators in high-need schools. Out-of-Field Teachers Identification of Disparities: BCSD reviews certification and assignment data to ensure that teachers are instructing within their content certification areas. District data systems are used to monitor and flag instances where teachers are serving outside of their field of certification, particularly in high-poverty and high-minority schools. Strategies to Address Disparities: ● Implementation of hiring practices that prioritize fully certified, in-field teachers for all content areas ● Strategic placement of highly qualified staff to ensure alignment between certification and teaching assignment ● Support for teachers seeking additional endorsements or certifications to become in-field, including tuition assistance and professional learning opportunities ● Regular audits of course schedules and staffing assignments to maintain compliance and equity across all schools Ensuring teachers are appropriately credentialed is a core component of equitable access efforts required under ESSA. Inexperienced Teachers Identification of Disparities: BCSD analyzes teacher experience data (e.g., years of service) across schools to determine whether novice teachers are disproportionately assigned to Title I or high-minority schools. Research indicates that students of color and poverty are more likely to be taught by inexperienced teachers, making this monitoring essential. Strategies to Address Disparities: ● Intentional staffing practices that balance novice and experienced teachers across schools ● Implementation of mentoring and induction programs to support new teachers, particularly those placed in high-need schools ● Retention strategies, including professional growth opportunities and supportive working conditions, to maintain experienced educators in Title I schools

Serving Low Income and Minority Children

	● Development of teacher pipeline initiatives (e.g., partnerships and "grow your own" approaches) to increase access to a stable and experienced workforce ● Ongoing review of staffing patterns to prevent concentration of inexperienced teachers in high-poverty schools ESSA emphasizes recruitment and retention strategies as key approaches for ensuring equitable access to experienced educators. Monitoring and Continuous Improvement BCSD engages in ongoing monitoring of educator equity data through annual reviews, stakeholder input, and alignment with the district's continuous improvement framework. When disparities are identified, the district develops and implements targeted action plans to ensure equitable access to effective, in-field, and experienced educators for all students.

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).	Bibb County School District (BCSD) implements a comprehensive, continuous system of professional growth and improvement designed to build the capacity of both teachers and school leaders at the district and school levels. This system is aligned to the district's strategic plan priorities of student achievement, staff effectiveness, and stakeholder engagement, and is informed by ongoing needs assessments, stakeholder feedback, and student performance data Districtwide Professional Learning Framework BCSD provides coordinated, district-level professional learning opportunities that ensure consistent expectations and build system-wide capacity. District and school leaders receive professional development aligned to school improvement priorities and the district's strategic plan to ensure coherence across all schools. Key districtwide structures include: ● Leadership-focused professional learning through monthly MVP and MVP+ leadership meetings, Cabinet meetings, and Senior Cabinet sessions, which provide ongoing guidance, data review, and alignment of district initiatives ● Systemwide learning opportunities such as the annual BCSD Symposium, which supports instructional practices and leadership development ● Targeted leadership pipelines including the Aspiring Leaders Program, Leaders Academy, and CTAE LEAD Program, which develop current and future school leaders These structures ensure that district and school leaders are equipped to lead continuous improvement efforts and support instructional effectiveness across all schools. School-Based Professional Growth and Continuous Improvement

Professional Growth Systems

	At the school level, professional growth is embedded within the continuous improvement process. Each school engages in annual needs assessments to identify instructional and leadership priorities, followed by the development of SMART goals and evidence-based action plans aligned to district expectations. Key school-level components include: ● Development and implementation of Continuous Improvement Plans (CIPs) aligned to district strategic goals ● Quarterly reviews of CIPs to monitor progress and refine strategies based on data ● Ongoing collaboration among principals, school leadership teams, and district staff to ensure alignment of instructional priorities and support This structure ensures that professional learning is data-driven, targeted, and responsive to individual school needs. Job-Embedded Professional Learning and Coaching BCSD prioritizes job-embedded professional learning to strengthen instructional practice and leadership effectiveness. Professional development is not limited to isolated events but is integrated into daily practice through structured collaboration and ongoing support. Key supports include: ● Training and resources provided to schools to support effective program monitoring and implementation ● Professional learning aligned with instructional priorities, delivered through workshops, collaborative sessions, and follow-up support ● Ongoing engagement in leadership forums and work sessions that reinforce continuous improvement practices Additionally, BCSD ensures that professional learning is reinforced through collaboration and shared accountability across departments and schools. Stakeholder Engagement and Capacity Building BCSD's professional growth system is strengthened through active engagement of stakeholders, ensuring that learning opportunities are relevant and responsive to the needs of educators and students. The district incorporates: ● Feedback from teachers, leaders, families, and community partners collected through surveys, focus groups, and forums ● Professional learning aligned to stakeholder-identified needs and district priorities ● Cross-department collaboration to ensure consistent messaging, resources, and support for schools This inclusive approach ensures that professional learning supports both instructional effectiveness and organizational capacity Alignment to Continuous Improvement BCSD's professional growth system is fully embedded within its continuous improvement framework. School and district leaders regularly revisit goals and strategies during leadership meetings and

Professional Growth Systems

	structured work sessions to ensure that professional learning translates into improved instructional practice and student outcomes

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.)BCSD will waive certification for candidates for employment except for certifications not allowed by State Board rule. The candidate must possess a Clearance Certificate from the GaPSC.

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".	Currently, BCSD has two Tier IV schools, eight CSI schools, two TSI schools, and one ATSI school. Tier IV schools receive the most intensive level of assistance, including monthly professional development, Principal Professional Learning Communities (PLCs), and embedded coaching. Collaborative Support Plans are developed for all Tier III and Tier IV schools and include evidence-based interventions, timelines, resource allocations, progress monitoring tools, and results-focused coaching. District Intervention Coaches funded through Title II, Part A provide direct instructional support to federally identified schools, including those designated as CSI, TSI, ATSI, and Tier IV. Additionally, BCSD implements the GEAR UP grant, which provides academic enrichment, college and career readiness activities, and family engagement initiatives to increase postsecondary enrollment and success for middle school students.

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 learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	The Bibb County School District is committed to providing a cohesive and intentional approach to integrating academic instruction with Career and Technical Education (CTE) programs, ensuring that all students are equipped with the knowledge, technical skills, and employability competencies needed for success in high-demand careers. This work is supported through aligned instructional practices, meaningful experiential learning, and strong partnerships that expand access to high-quality work-based learning opportunities. Coordinated Instructional Strategies and Experiential Learning The district will support the coordination and integration of academic and CTE content through the implementation of aligned instructional frameworks that connect core academic standards with career-focused competencies. District leaders, instructional coaches, and school-based teams will collaborate to develop and monitor cross-curricular pacing guides, ensuring that academic content is intentionally embedded within CTE pathways. Educators will engage in ongoing professional learning to strengthen their capacity to design and deliver integrated instruction that emphasizes real-world application. Instructional strategies will include project-based learning, problem-based learning, interdisciplinary units, and performance-based assessments that require students to apply academic concepts in industry-relevant contexts. These strategies will be aligned with high-demand industries identified through regional workforce data, ensuring that students are developing skills that are both rigorous and relevant. To promote experiential learning, the district will expand opportunities such as career exploration activities, simulations, capstone projects, and career pathway courses that incorporate industry-aligned tools and practices. Students will have access to hands-on learning experiences that build technical proficiency alongside essential soft skills, including communication, collaboration, and critical thinking. These experiences will be embedded within the curriculum to ensure equitable access for all students. Work-Based Learning and Industry Engagement Bibb County School District will prioritize the expansion of structured work-based learning (WBL) opportunities to provide students with authentic, in-depth interaction with industry professionals. The district will continue to strengthen partnerships with local businesses, industry leaders, workforce development agencies, and community organizations to co-develop and sustain high-quality WBL experiences. Students will have access to a continuum of work-based learning opportunities, including guest speakers, career fairs, job shadowing, mentorships, internships, apprenticeships, and cooperative education placements. These experiences will be aligned to students' program of study and career interests, allowing them to gain meaningful exposure to workplace environments and expectations. To ensure quality and consistency, the district will establish clear guidelines and monitoring processes for all WBL experiences, including defined learning objectives, supervisor feedback, and student reflection components. When appropriate, students participating in extended

CTAE Coordination

	WBL experiences such as internships or cooperative education will have the opportunity to earn academic credit, ensuring these experiences are fully integrated into their educational pathway. Continuous Monitoring and Alignment to Workforce Needs The district will regularly assess the effectiveness of its integrated academic and CTE programming through data analysis, stakeholder feedback, and program evaluations. Metrics such as student participation in CTE pathways, industry credential attainment, graduation rates, and postsecondary outcomes will be used to inform continuous improvement efforts. Through this comprehensive approach, Bibb County School District ensures that academic and CTE programs are fully aligned, instruction is relevant and engaging, and students are provided with meaningful opportunities to develop the skills necessary to succeed in high-skill, high-wage, and in-demand careers.

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.	Bibb County School District is committed to reducing the overuse of exclusionary discipline practices by implementing a comprehensive, data-driven, and student-centered approach that prioritizes positive behavioral support, equity, and continuous improvement across all schools. Data Monitoring and Identification of Need The district will utilize a centralized data system to routinely monitor discipline practices across all schools, with a specific focus on identifying patterns of exclusionary discipline such as suspensions, expulsions, and classroom removals. Discipline data will be disaggregated by student subgroups, including race, gender, disability status, and socioeconomic background, to ensure transparency and equity in decision-making. Schools with disproportionately high rates of discipline or identified disparities among subgroups will be prioritized for targeted support and intervention. Implementation of Positive Behavioral Interventions and Supports (PBIS) The district will strengthen and expand the implementation of Positive Behavioral Interventions and Supports (PBIS) as a foundational framework to promote proactive, preventative approaches to student behavior. Through PBIS, schools will establish clear behavioral expectations, reinforce positive behaviors, and implement tiered interventions to support students' social-emotional and behavioral needs. Evidence-based practices, including character education and affective educational strategies, will be embedded to foster positive student behaviors and improve overall school climate. Targeted Support for High-Need Schools Schools identified with high rates of exclusionary discipline will receive

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

	differentiated levels of support, including on-site coaching, professional learning, and leadership development. District teams will work collaboratively with school administrators and staff to conduct root cause analyses, review discipline policies and practices, and develop action plans focused on reducing removals from the classroom. These plans will emphasize restorative practices, culturally responsive strategies, and alternatives to suspension that keep students engaged in learning. Professional Learning and Capacity Building The district will provide ongoing professional development for teachers, administrators, and support staff focused on classroom management, trauma-informed practices, culturally responsive teaching, and de-escalation strategies. This training will build educator capacity to address student behavior effectively within the classroom, minimizing the need for exclusionary discipline while maintaining a safe and supportive learning environment. Multi-Tiered Systems of Support (MTSS) Bibb County School District will integrate discipline reduction efforts within a Multi-Tiered System of Supports (MTSS) framework to ensure that students receive appropriate academic, behavioral, and social-emotional interventions. Tiered support will include universal prevention strategies, targeted small-group interventions, and individualized behavioral support for students with the greatest needs. This approach ensures early identification and intervention, reducing the likelihood of repeated disciplinary incidents. Family and Community Engagement The district will actively engage families and community partners to support positive behavior and student success. Communication strategies, family workshops, and partnerships with community organizations will help reinforce expectations and provide additional support for students both in and out of school. These efforts align with district initiatives that emphasize family engagement as a key driver of improved student outcomes. Continuous Improvement and Accountability The district will establish clear metrics and benchmarks to evaluate the effectiveness of its discipline practices and interventions. Regular reviews of discipline data, stakeholder feedback, and school-level outcomes will guide continuous improvement efforts. Schools will be held accountable for reducing disparities and improving student outcomes, with progress monitored through district leadership teams. Through this comprehensive and proactive approach, Bibb County School District will ensure that discipline practices are equitable, supportive, and focused on keeping students engaged in the instructional environment, ultimately promoting positive academic and behavioral outcomes for all student groups.

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.	Records Transfer Process: The Bibb County School District (BCSD) has established procedures to ensure the timely and accurate transfer of student records for students enrolling, withdrawing, or transitioning between schools. Upon enrollment, school personnel request academic and health records from the student's previous school using secure electronic systems and district protocols. When students exit the district, BCSD promptly processes and transmits records to the receiving school in accordance with state and federal guidelines. The district utilizes standardized enrollment procedures, student information systems, and collaboration between school registrars, counselors, and program liaisons to ensure continuity of services, minimize instructional disruptions, and maintain compliance. Health and immunization records are also reviewed to ensure appropriate services and supports are in place upon entry. Occupational Survey Collection and Use: BCSD administers the Parent Occupational Survey to all students during new student registration and annually during back-to-school registration for returning students. When a student is identified, our state recruiter is notified. The recruiter then meets with the family to complete the COE. This process ensures the accurate identification of potentially eligible migratory students. Completed surveys are reviewed by trained school personnel and forwarded to the district Migrant Education Program (MEP) staff for verification. The MEP liaison and staff coordinate follow-up through interviews, when applicable, and determines eligibility through the issuance of a Certificate of Eligibility (COE). Survey data is used to identify students who may qualify for migrant services and to ensure timely access to appropriate academic and support services. The process is monitored centrally to ensure consistency, accuracy, and compliance across all schools. Use of Migrant Student Information Exchange (MSIX): BCSD utilizes the Migrant Student Information Exchange (MSIX) as part of its records transfer and student support process for migratory children and youth. The district's authorized personnel—the MEP liaison, Mrs. Billie Gonzalez and Executive Director of Supplemental Services, Dr. Tracey Muff—access MSIX when migratory students enroll in or withdraw from the district. When available, information within MSIX is used to support enrollment decisions, verify student history, and inform appropriate course placement. This includes reviewing academic records, assessment data, immunization records, and prior services to ensure continuity of instruction and minimize gaps in learning. MSIX data supports timely placement in appropriate courses and programs, allowing schools to make informed decisions that align with each student's educational

Title I, Part C – Migrant Intrastate and Interstate Coordination

	needs. BCSD coordinates the use of MSIX with internal enrollment and records processes to ensure that migratory students receive consistent, uninterrupted services as they move between school systems.

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	Migrant Students: The Bibb County School District (BCSD) implements services for migrant students in accordance with the Georgia Department of Education's Migrant Education Program (MEP) Plan. Eligible students receive tutoring and supplemental services based on needs identified through a district-level comprehensive needs assessment, with a focus on increasing parent engagement and reducing achievement gaps. Upon identification of eligibility through a Certificate of Eligibility or Parent Occupational Survey, the district promptly coordinates services and initiates records transfers using the migrant student data system. The MEP liaison facilitates Parent Advisory Council meetings throughout the year to share program information and gather stakeholder input. Migrant students are also provided opportunities to participate in summer enrichment programs designed to reduce learning loss. Preschool (P3–P5) Identification, Services, and Evaluation (Direct-Funded LEA) BCSD identifies the needs of preschool migratory children (ages 3–5) and their families through the Parent Occupational Survey, family interviews, and collaboration with early childhood programs. Once eligibility is confirmed, the district provides developmentally appropriate services that support school readiness and family engagement. Services may include early literacy activities, referrals to Pre-K programs, parent workshops, and access to instructional materials. During the summer, preschool-aged children are provided opportunities to participate in enrichment programs that support early learning and developmental growth. Program effectiveness is evaluated through participation data, feedback from families, and ongoing monitoring of student readiness indicators. The district uses this information to adjust services and ensure alignment with identified needs. Out-of-School Youth (OSY) and Dropout Identification, Services, and Evaluation (Direct-Funded LEA) The Bibb County School District identifies the academic and non-academic needs of Out-of-School Youth (OSY) and dropouts through targeted outreach, referrals, and review of eligibility documentation. The OSY Profile Form is utilized to systematically assess individual needs, including educational goals, barriers to participation, employment status, and support services required.

Title I, Part C – Migrant Supplemental Support Services

	Based on the information gathered, BCSD provides tailored services such as GED preparation, career exploration, referrals to workforce development programs, English language support, and access to community resources. Non-academic supports may include assistance with transportation, health services, and social-emotional support. Services are implemented throughout the regular school year and extended into the summer months to ensure continuous support. The MEP liaison coordinates efforts with community agencies and educational partners to maximize service delivery and outreach. Program effectiveness is evaluated through ongoing communication with participants, monitoring of service delivery, and tracking of progress toward individual goals. Feedback from OSY participants and service providers is used to refine program offerings and improve outcomes.

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	Performance Goal 1:Improve graduation rate outcomes for students with disabilities. The Bibb County Program for Exceptional Children has procedures, training, and monitoring in helping each student reach graduation. The following procedures are in place for our high school team to track students' progression through courses: Case managers complete tracking forms monthly including course grades, attendance, behavior, and an action plan for struggling students. Two case managers report caseload tracking information with the department monthly. The PEC Lead teacher uploads and shares with Zone Coordinator. The Zone Coordinator provides resources and support as needed. All High School and Middle School case managers attend annual professional learning during the month of August provided by Transition Success Coach/High School Lead/Zone Coordinator. This training mirrors the training provided through the DOE. Transition Success Coaches along with the lead teachers collaboratively meet with the PEC team to review data monthly. During the meeting, plans are developed for each student with deficiencies. The Zone Coordinator reviews tracking sheets monthly. The Zone Coordinator provides additional TA for staff regarding tracking sheet completion and plan development. Updates are provided monthly during PEC leadership meetings. Analysis of data may lead to additional TA for schools as needed. Transition Service Plan Training is provided annually by Transition Success Coaches. In-time training is provided when areas of non-compliance are found. IEPs are reviewed by peers and the special education leadership team. Who Should Attend and What Are Their Roles: A meeting notice should be created in Go IEP ● Student – required to be invited and strongly encouraged to attend their transition meeting. ● Parent - provide input for students' post-secondary training and education. ● Case manager – provide current assessment data regarding student preferences, strengths, interests, and course of study. ● Outside Agency (if necessary) - Provide additional options for post–secondary activities. When Should Transition Meetings Be Held: ● During the student's 8th-grade year of school but no later than entry into 9th grade or by age 16, whichever comes first. It should be written during the 8th-grade annual review and should not be held off until the 9th-grade rising meeting.

IDEA Performance Goals:

	● Can be developed earlier if determined appropriate by the IEP team. ● Must be updated annually and the plan must be attached to the IEP. What Are The Components of The Transition Plan: ● Preferences, Strengths, Interests, and Course of Study based on Present Levels of Performance and age-appropriate assessments (Interest Inventory must be completed prior to meeting) ● Desired Measurable Post–Secondary Outcome/Completion Goals ● Education/Training - These goals are based on academics, functional academics, life-centered competencies, or career/technical or agricultural training desired by the student. ● Case managers should only have one post-secondary education outcome (The student will attend a four-year college to study nursing) ● Employment - These goals are based on occupational/employment pursuits desired by the student. ● Case managers should only have one post-secondary employment outcome (the student will work in the field of nursing) ● Independent Living - These goals are based on adaptive behaviors related to personal care and well-being to decrease dependence on others and that is desired by the student. ● Case managers should only have one post-secondary independent living outcome (the student will live in an apartment). Transition IEP Annual Goals: ● Each post-secondary outcome goal should have at least one transition IEP goal to support the outcome. ● These goals are to be progress monitored ● Education: The student will write ten complete sentences about college requirements for nursing school with 80% accuracy on capitalization and punctuation. ● Employment: The student will complete the high school nurse tech pathway earning all credits in the pathway and passing the pathway completion test by the end of senior year. ● Independent living: The student will write the answers to a household budgeting task with 80% accuracy. ● Transition Activities and Services ● Activities should align with each IEP Goal Examples: Education: 1. Research 3 colleges with nursing majors 2. Identify cost and scholarship opportunities for colleges. Employment: 1. Interview a school nurse 2. Research 3 different careers in nursing Independent Living: 1. Research 3 apartment complexes near the area of intended living 2. Identify the maximum rent that can be afforded based on a beginning nurse's salary. Transfer of Rights: ● When a student reaches the age of 18, all educational rights under IDEA will transfer to the student unless he or she has been

IDEA Performance Goals:

	determined by a court to be incompetent or unable to make decisions. ● Even though the rights or the IEP decision-making transfers to the student, the parent will still receive all notices that are required by law. ● Parent and student must receive notice about the transfer of rights one year prior to reaching the age of majority. ● Parent is encouraged to continue attending any meetings about the education of the student. ● Student and Parent(s) must be notified of this transfer of rights upon the student turning 17. Outcome Goals must be written for what they will do after graduation, not for what they are doing while still in high school. Post-Secondary Outcomes: Annually, the Program for Exceptional Children seeks to gather data from the previous years exiters. The Post Secondary Outcome is managed by the Transition Success Coaches. The Executive Director meets with the Transition Success Coaches to review the student list and set a plan for monitoring and providing resources for our exiters. Professional Learning: The Program for Exceptional Children has a system-level online procedures manual. This manual is comprehensive and addresses all areas of state and federal regulations around IDEA. This manual has outlined annual, monthly, and technical assistant professional learning. These professional learning activities are provided by the Program for Exceptional Children Leadership Team and/or the Program for Exceptional Children's Instructional Team. Some PL offerings are train-the-trainer models where the building lead teachers are trained and they redeliver. Any redelivery requires the lead to send sign-in sheets and agendas to the PEC Department. Technical Assistance for teaching staff this year is designed to mirror the MTSS process. Our teachers are separated into three tiers of support and training. The teachers identified as needing the most support will be provided training and expert coaching, level II teachers will receive bi-monthly training, and our teachers at the highest level will receive training and support through the building lead teacher. TA is designed based on need after a review of observations, paperwork, or identified concerns. On-Going PL is provided throughout the year on many topics (some are provided annually and others are developed based on need). Below are some of the offerings: ● Designing and implementing effective transition plans and effective IEPs ● Understanding eligibility ● Developing progress monitoring that demonstrates student growth ● Specially Designed Instruction – Co-teaching ● Specially Designed Instruction – Alternative Curriculum ● Documentation of Service ● PEC Manual Review ● Case Management – Implement the provisions of IDEA

IDEA Performance Goals:

	● Legal Issues in Special Education

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	The Bibb County Program for Exceptional Children will conduct a variety of training and activities for parents and agencies. The new parent engagement facilitator will provide family engagement activities including schedules and routines, social and emotional development, developmentally appropriate activities, understanding IEPS, etc. Additionally, the Northwoods Academy Pre-School website includes community partners' information- BCS/ Head Start along with other resources for parents and the link to the GELDS. BCW and HS are invited to training we conduct at the school for SEEDS. Bibb County Program for Exceptional Children works collaboratively with Head Start, Babies Can't Wait and private schools/daycares to assure Child Find obligations are met. The procedures set forth in the PEC Manual follow state and federal mandates. These are reviewed with preschool staff and adherence is monitored through the Director of Northwoods Academy, the Coordinator for Psychological Services, and the Executive Director of the Program for Exceptional Children. In order to assure Child Find, Northwoods Academy continues to: advertise services on Parent Square, Facebook, Twitter, the school website, and pamphlets handed out at job fairs. Services for students are developed in partnership with daycares, HS, BCW, and private schools to identify and provide special education services that are needed. These include a full continuum as set forth in the department procedures manual. These procedures are reviewed with preschool staff and monitored through ongoing review of eligibility, IEP, and placement data. The district provides many supports and services to meet the needs of students in the preschool these include ST/OT/PT/AT services; itinerate VI/DHH services; ongoing PL for staff; nursing care, staff trained in mindset, utilizing a social and emotional curriculum (2nd step); Pyramid Model (PBIS).

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	The Program for Exceptional Children has a system-level online procedures manual. This manual is comprehensive and addresses all areas of state and federal regulations around IDEA. The provisions of IDEA including FAPE are monitored in a variety of ways. These monitoring processes are detailed in the PEC Procedures manual. The monitoring processes include instructional walkthroughs, Initial eligibility monitoring (zone coordinator), IEP fidelity reviews, progress monitoring checks, daily timeline monitoring, IEP Service Logs, Accommodations/Modification signoff sheets, and transition plan reviews. These items are reviewed periodically as dictated in our PEC Leadership Teams Agreements. This manual has outlined annual, monthly, and technical assistant professional learning. These professional learning activities are provided by the Program for Exceptional Children Leadership Team and/or the Program for Exceptional Children's Instructional Team.

IDEA Performance Goals:

with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	Some PL offerings are train-the- trainer models where the building lead teachers are trained and they redeliver. Any redelivery requires the lead to send sign-in sheets and agendas to the PEC Department. Technical Assistance for teaching staff this year is designed to mirror the MTSS process. Our teachers are separated into three tiers of support and training. The teachers identified as needing the most support will be provided training and expert coaching, level II teachers will receive bi-monthly training, and our teachers at the highest level will receive training and support through the building lead teacher. TA is designed based on need after a review of observations, paperwork, or identified concerns. Seedlings ● Yrs 1-3 ● TAPP or Waiver OR ● 2 non-compliant IEPs AND ● Progress Monitoring Below 50% in two months OR ● Prior year IEP data below 50% compliant AND ● Progress monitoring below 50% Prior year Buds ● New teachers with more than 3 years of experience ● Returning teachers with less than 75% compliance on IEPs and Progress Monitoring OR ● Any teacher that demonstrates 51% compliance on IEPs and Progress monitoring for 2 months Blooms ● Returning teachers with 76% or higher compliance on IEPs and Progress Monitoring OR ● Any teacher that demonstrates 76% compliance on IEPs and Progress monitoring for 2 months On-Going PL is provided throughout the year. All materials from professional learning documents including sign-in sheets, agendas, and PowerPoints are housed at the central office. Some PL is done through a review of the procedures manual at the beginning of the year. Another PL is provided directly through the lead teacher or central office staff on the many topics (some are provided annually and others are developed based on need). Below are some of the offerings: ● Annually procedure overview leads to redeliver to all PEC Teachers – with a signoff sheet ● Designing and Implementing effective IEPs ● Understanding eligibility ● Developing progress monitoring that demonstrates student growth ● Specially Designed Instruction- Co-teaching ● Specially Designed Instruction - Alternative Curriculum Documentation of Service ● Case Management - Implement the provisions of IDEA Legal Issues in Special Education ● Annual procedure overview leads to redeliver to all PEC Teachers - with a signoff sheet

IDEA Performance Goals:

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	The Bibb County Program for Exceptional Children works to assure compliance with state and federal laws and regulations. The PEC Leadership Team revises and updates system procedures based on information/training and technical assistance provided through the GA. Department of Education. The Procedures Manual is a live online manual that is adjusted throughout the year to keep it up-to-date. The manual is reviewed by teachers annually. The teachers sign off after they have reviewed. Throughout the year, various sections are reviewed during lead teacher training. The Lead Teachers redeliver at the school. The sections for review are selected based on need. Needs are determined by data from various reviews (IEP, Progress Monitoring, Placement, MDRs, transfers) or by the time of year (FTE, Projections, Student Records). Additionally, the Program for Exceptional Children has developed an MTSS process for our teachers. Technical Assistance for teaching staff this year is designed to mirror the MTSS process. Our teachers are separated into three tiers of support and training. The teachers identified as needing the most support will be provided training and expert coaching, level II teachers will receive bi-monthly training, and our teachers at the highest level will receive training and support through the building lead teacher. TA is designed based on need after a review of observations, paperwork, or identified concerns. The data from observations, IEP Reviews, Progress Monitoring Reviews, MDR, Discipline, and other data points are reviewed monthly by the PEC Leadership Team. The coordinators each have data components they are the lead on. The team works to analyze the data and develop agendas for training or coaching support for teachers. Monthly, the Executive Director shares this data with Executive Cabinet, Superintendent, and Principals. The IEP review data has been compiled by the teacher and school. Each school with less than 100% on this data review will have a school-based action plan. The schools are encouraged to create teacher action plans to be added to the TKES evaluation system.

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	Overarching Need #1: Increase the number of students reading on grade level Action Steps: ●1- Develop and implement instructional pacing guides aligned to the state curriculum. ●2- Administer Star Reader Universal Screener for grades K-12 ● Continuing ● Activity Description- Star Reading Assessment ● Goal- Increase the percentage of students achieving a Lexile measure at the targeted grade levels (3rd, 5th, and 8th) to 55% as measured by Georgia Milestones

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need #1– Improve school climate and ensure safe, supportive environments for all students Action Steps: ● 1 – Strengthen positive behavior systems ● 2 – Expand social-emotional learning (SEL) and mental health supports ● 3 – Increase staff training on student engagement and de-escalation strategies ● Continuing ● Activity Name: Positive Climate and Student Support Initiative ● Description- The district will implement a comprehensive initiative focused on improving school climate through: ul ● Expansion of Positive Behavioral Interventions and Supports (PBIS) across all schools ● Integration of social-emotional learning (SEL) curriculum into daily instruction ● Increased access to school counselors, social workers, and mental health services ● Ongoing professional development for staff on culturally responsive practices, trauma-informed care, and conflict resolution ● Implementation of student voice opportunities (surveys, peer leadership groups, climate committees) ● Strengthening family and community partnerships to support well-being

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)

	Measurable Goals and Outcomes ● Increase student, staff, and family positive climate survey ratings by 10% or more ● Reduce reported incidents related to bullying or conflicts by 10%

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Need #1: Strengthen teacher capacity to integrate technology to improve instruction and student outcomes Action Steps: ● 1- Strengthen teacher capacity to integrate technology effectively ● 2- Build sustainable school-based technology leadership and capacity ● Continuing ● Description of Activity: Bibb County School District will implement a tiered, job-embedded professional learning system focused on effective instructional technology use. ● 90% of teachers will demonstrate effective technology integration (measured via walkthrough tools such as ISTE-aligned rubrics or district observation instruments). ● Each school will have at least 1 trained technology leader.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Need #1: Strengthen and modernize technology infrastructure to ensure consistent, reliable, and equitable access for all students and staff Action Steps: ● 1- Upgrade and maintain district-wide network systems to ensure reliable high-speed internet access in all schools. ● 2- Strengthen district-level and school-based IT support systems to ensure timely maintenance and troubleshooting ● Continuing ● Description of Activity: Network and Infrastructure Enhancement Measurable Goal: 100% of schools meet district bandwidth and connectivity standards

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.	Bibb County School District will implement a systematic and ongoing stakeholder consultation process to monitor the progress, effectiveness, and continuous improvement of Title IV, Part A–supported activities. Who Will Be Consulted The district will engage a diverse group of stakeholders, including: ● School and district administrators ● Teachers and instructional staff ● Students ● Parents and families ● Community-based organizations and nonprofit partners ● Business and local workforce partners ● Higher education partners ● School board members How Consultation Will Occur The district will use multiple, structured methods to ensure meaningful stakeholder input: ● Quarterly Stakeholder Meetings: Formal meetings with school leaders, community partners, and advisory groups to review program implementation data and discuss progress. ● Surveys and Feedback Tools: Annual and mid-year surveys administered to teachers, students, and families to gather feedback on program effectiveness and areas for improvement. ● School Improvement and Advisory Councils: Integration of Title IV updates into existing School Governance Teams (SGTs) or advisory councils. ● Focus Groups / Listening Sessions: Targeted sessions with parents, students, and community partners to gain deeper insight into program impact. ● Data Review Sessions: Review of key performance metrics (academic data, participation rates, technology usage, climate surveys) to inform stakeholder discussions. ● Partnership Check-ins: Regular meetings with community-based organizations to assess program implementation and service delivery. When Consultation Will Occur ● Beginning of the Year (Planning Phase): Stakeholders provide input on program priorities and planned activities. ● Mid-Year (Progress Monitoring Phase): Stakeholders review interim data, identify challenges, and recommend adjustments. ● End-of-Year (Evaluation Phase): Stakeholders evaluate overall effectiveness and help determine future improvements and funding priorities.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

	● Ongoing (As Needed): Continuous feedback loops through PLCs, advisory groups, and partner meetings. Use of Stakeholder Feedback (Implementation Improvement) Stakeholder input will be used to: ● Adjust program strategies and resource allocation ● Improve implementation fidelity ● Address identified gaps in services or access ● Strengthen alignment with student and community needs Measuring Effectiveness The district will evaluate Title IV, Part A activities using: ● Student achievement and engagement data ● Climate and culture survey results ● Technology usage and access metrics ● Participation rates in supported programs ● Stakeholder satisfaction and feedback data Findings will be documented and used to: ● Revise future programming ● Inform district and school improvement plans ● Ensure continuous improvement and compliance with federal requirements Summary Statement Bibb County School District is committed to a transparent, inclusive, and data-driven consultation process that ensures Title IV, Part A funds are implemented effectively and adjusted based on stakeholder input to maximize student outcomes.

FY27 CLIP Notice

Bibb County School District

June 25, 2026

District Update: As notification, an item was selected in Section 2.1 (*Optional Section*) that should not have been selected. Upon trying to remove the rating, it was determined that this rating could not be removed. The district desires to note that this optional rating was selected in error. We understand that this error will not impose on our FY27 CLIP review.

Respectfully,

Dr. Tracey Muff

Executive Director of Supplemental Services

Bibb County School District