



Comprehensive Needs Assessment 2026 - 2027 District Report



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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	We used administrator and team recommendation to select participants and/or stakeholders that contribute to the school and system plan(s) to foster in the success our our district.
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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 team will ensure that stakeholders, parents, and/or guardians are able to provide meaningful input by offering a systemwide parent meeting on April 16th. At this meeting, an overview was provided on our school plans, specific data, and student progress. In addition, teachers, staff, parents, guardians, and stakeholders were allowed to participate in surveys.

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 capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.25
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.01
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.	2.05
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
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
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
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.	2.02
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, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.25

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.12
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.12
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.	2
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.	2.18
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.12
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.12
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.	2
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.	2.13
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.	2.18
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.03
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
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.	2.03
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
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.25
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.12
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.12
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.	2
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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.	2.13
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.	2.01
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.	2.05
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
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
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
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.	2.02
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.	2.18
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.03
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?	
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What does your achievement data tell you?	
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What demographic data did you use?	
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What does the demographic data tell you?	
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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?	Ben Hill County Schools will undergo a leadership transition for FY27 following the retirement of our current Superintendent in June 2026, whose dedicated service spanned over 30 years. Our incoming Superintendent, effective June 1, 2026, brings a wealth of experience from the Governor's Office of Student Achievement (GOSA) and a successful tenure as a rural district leader. This background equips him with the unique perspective necessary to address the specific needs of a rural, low-socioeconomic system. To further support district-wide goals, we are expanding our administrative infrastructure. This includes hiring a System GaMTSS Coordinator to oversee the organization of multi-tiered supports, as well as a System Attendance Clerk dedicated to proactively monitoring and improving student attendance rates across all schools.
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?	

Strengths and Challenges Based on Trends and Patterns

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?	
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 population has continued to decrease over the years. Currently, Ben Hill County demographics are as follows: Ben Hill County School System - 2673 students Ben Hill PreSchool - 188 Ben Hill Primary - 600 Ben Hill Elementary - 565 Ben Hill Middle - 543 Fitzgerald High School - 776 50.7 % male students in our system 49.3 % female students in our system .37% Asian American students (10) 43.80% Black/African American students (1171) 12.57% Hispanic Students (336) 39.17% White students (1047) 3.9% Multi-racial students (106) According to our most recent audit, Ben Hill County School System remains in strong financial standing. To maintain maximum fiscal agility, the district will continue to utilize the Consolidation of Funds option. While state QBE (Quality Basic Education) funding covers the costs of our state-allotted positions, it does not account for our entire workforce; therefore, local funds are strategically used to supplement and fulfill the remaining salary obligations for our staff.

Strengths and Challenges Based on Trends and Patterns

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?	
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IDEA - Special Education

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

Strengths	SYSTEM Strengths: The district demonstrates compliance with IEP development procedures, ensuring that plans are individualized and data-informed. Services and supports outlined in IEPs are consistently implemented with fidelity. Progress toward IEP goals is monitored and communicated to stakeholders on a regular basis. Specialized instruction is delivered by qualified personnel in alignment with students' IEP goals. Special education staff are appropriately certified and participate in ongoing professional learning. Low caseloads and extra locally funded support staff. The district provides training in evidence-based practices, compliance requirements, and instructional strategies. A continuum of services is available to meet the diverse needs of students with disabilities. Behavioral supports and intervention strategies are implemented to support student success. The district maintains procedures aligned with state and federal regulations under the Individuals with Disabilities Education Act. The district fosters communication with families regarding student progress and services. Parents are provided opportunities to participate meaningfully in the IEP process. Resources and supports are shared with families to promote student success. Teachers utilize explicit, systematic instruction and scaffolded supports to promote student success in literacy. The district implements a structured, evidence-based literacy framework to support students with disabilities across grade levels. Many special education teachers have been trained in LETRS. The district provides standards-aligned mathematics instruction with
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IDEA - Special Education

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

	appropriate differentiation for students with disabilities. Evidence-based strategies are used to support conceptual understanding, procedural fluency, and problem-solving skills. Instruction incorporates explicit modeling, guided practice, and repeated opportunities for skill application. ● Ben Hill Preschool Strengths: The Ben Hill Preschool Special Education department is defined by our deep compassion for students. We hold high expectations, believing wholeheartedly in each child's potential, and our team is dedicated to nurturing growth and celebrating every step of progress. We have implemented monthly PLC Special Education meetings to collaborate and plan for instruction, along with the use of a consistent, research-based curriculum. Our department values open communication and works collaboratively with outside agencies, including Babies Can't Wait (BCW) and Children's First, to support early intervention. Additionally, our school is supported by a well-trained and highly qualified diagnostician who provides thorough screenings, helping to make the evaluation process smooth and supportive for both teachers and families. Ben Hill Elementary School Strengths Having SPED leads who have recently transitioned from the classroom has continued to be a major asset. Their firsthand instructional experience has improved awareness, collaboration, and support for SPED teachers and case managers. This past year, the BHE SPED Lead created an "IEP Boot Camp" course that breaks the IEP process into manageable sections and provides staff with support and training on understanding and writing effective IEPs. The SPED manual has provided substantial guidance and clarity throughout the school year, helping create greater consistency in procedures, expectations, and compliance practices across the department. BHE's commitment to regular progress monitoring checks has significantly improved the quality, consistency, and accuracy of student data collection and progress tracking in both literacy and math. The BHE SPED Lead also created a bi-weekly progress monitoring calendar to ensure consistency across the department, along with implementing required data and notebook checks to ensure progress monitoring is being completed with fidelity. Having a principal with a SPED background has been a tremendous support to the department. This leadership perspective has
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IDEA - Special Education

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

	strengthened problem-solving, communication, and overall support for students, teachers, and families. Increased collaboration between general education teachers, special education teachers, and intervention staff has helped strengthen instructional support for students across all academic areas. Staff members have shown continued growth in implementing accommodations, collecting progress monitoring data, and utilizing structured literacy and intervention resources to better support student achievement. All SPED staff members are now trained in the de-escalation component of Mindset, which has strengthened behavior support practices and improved staff confidence when responding to student behaviors. BHE SPED department has had its largest number of SPED Parent Surveys completed.
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Challenges	<u>System Challenges:</u> Need for increased consistency in aligning specialized instruction to IEP goals and grade-level standards. Progress monitoring practices vary across teachers and schools. Data is not always used effectively to adjust instruction or interventions in a timely manner. Variability in staff understanding of compliance requirements and instructional expectations. Need for more targeted interventions for students with significant reading deficits. Gaps in addressing foundational math skill deficits for students with disabilities. Attendance and disciplinary removals for SWDs affect student outcomes in literacy and math. <u>Ben Hill Preschool Challenges:</u> Our Special Education department faces considerable challenges, including managing high caseloads, ensuring consistent implementation of interventions, delivering meaningful inclusion, completing assessments, and maintaining clear communication. Despite having a dedicated team of one teacher and two assistants per classroom, the wide range of student needs can be overwhelming and may impact both staff capacity and student outcomes.
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IDEA - Special Education

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

	Providing intensive and consistent interventions for Pre-K students remains difficult when staffing is limited, and the added demands of documentation can place a strain on educators. Effective inclusion can also be challenging when there is a need for more consistent training and support among staff. Additionally, the time required for documentation and assessments is often limited due to increased workloads. Establishing consistency in progress monitoring and developing appropriate, developmentally aligned goals continues to be an area of need for our department. Ben Hill Elementary School Challenges The lack of regular collaboration meetings between SPED leads and the Board of Education has at times created a disconnect between central office expectations and the day-to-day implementation of special education services at the school level. Increased communication and opportunities for feedback would help strengthen consistency and support across schools. Some compliance timelines and paperwork expectations continue to be challenging for SPED teachers to manage alongside instructional responsibilities, progress monitoring, meetings, and parent communication. This can contribute to increased stress and workload for case managers. End-of-year testing and scheduling continue to be challenging due to a high number of referrals, reevaluations, and eligibility determinations occurring during the spring semester. Establishing a spring cut-off date for MTSS referrals may help improve scheduling, staffing, and the quality of evaluations completed during testing season. Continued support is needed in strengthening parent involvement and communication, particularly in helping families better understand the special education process, student progress monitoring, and available academic and behavioral supports. While progress has been made in literacy and math interventions, some students continue to require more intensive individualized support due to significant skill gaps and inconsistent academic foundations.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	-BHCS plans on transferring 100% of Title II and Title IV funds to Title V and then consolidating all funds with state and local -Instructional Coaches and GaMTSS Coordinators in all schools, with the exception of Fitzgerald High School College and Career Academic, which does not currently have an Instructional Coach -K-8 reading and math interventionists serve students in grades K-8 -Continuing implementation of PLCs -Continuing to offer LETRS training -Ongoing professional learning provided based on needs -Continuing the practice of using common assessments and uniform grading practices -Flexible scheduling to include enrichment and remediation for all students -Continuing STEM classrooms -Continuing to provide instructional technology to support teaching and learning at all schools -Expansion of school-based health services through the opening of a second clinic providing medical and mental health support to staff, students, and families
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Challenges	-Recruiting and retaining highly qualified teachers -Retaining staff -High poverty rate at all schools -Meeting both the academic and social-emotional needs of students -Lack of early learning or Pre-K exposure among entering students -Underdeveloped vocabulary among students -Student attendance and tardies at all schools -Lack of funding to provide all the needed intervention services required by our population
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Title I, Part A - Foster Care

Strengths	Foster care transportation plan provided
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Foster Care

Challenges	-Communication with DFCS (inconsistent follow-up by the agency) -Schools need to know who is in Foster Care and/or who was in care and back with the parent(s). It would be helpful to have paperwork showing the date of placement and the termination of placement. -Support from DFCS can be sporadic -Consistency of Foster Care transition meetings within the school system
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Title I, Part A - Parent and Family Engagement

Strengths	Our schools enjoy exceptionally strong support from parents and families. Following the resignation of our previous Parent and Family Engagement Coordinator, we are ensuring a seamless transition by continuing our schedule of school parent workshops and family events at the school building level. These interactive workshops will be tailored specifically to the grade levels and needs of each individual campus.
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Challenges	A primary barrier to consistent attendance is the overlap of program scheduling with other local activities. Because our small community heavily prioritizes youth sports and regional events, scheduling conflicts frequently arise, which, at times, impacts our attendance at parent workshops and/or events.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through 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	1.Strengths of the Migrant Program in Ben Hill County Our program's strengths include strong communication with families, especially through bilingual support, which helps build trust and increase parent involvement. We also collaborate well with teachers and staff to provide accommodations such as small group instruction, extended time, and ESOL support. In addition, we connect students and families with community resources and programs like ABAC HEP to support academic success and future goals. Longevity of Current Migrant SSP in her position.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	2.
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Challenges	1.Challenges of the Migrant Program in Ben Hill County Language barriers are a challenge for students who arrive with little or no English. Additionally, identifying and supporting out-of-school youth and dropouts can be difficult. Overall, our program is strong in relationships and support, but we continue to work on improving consistency, language development, and outreach. The Migrant SSP will be new this year and learning the procedure and process can create some challenge. The system will hire a new Migrant SSP for FY 27.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	There are no Neglect and Delinquent facilities in Ben Hill County.
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Challenges	There are no Neglect and Delinquent facilities in Ben Hill County.
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Title II, Part A - Supporting Effective Instruction

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

Strengths	BHCS transfers Title II funds to Title V to allow flexibility of funding.
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Title II, Part A - Supporting Effective Instruction

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

Challenges	
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Language Instruction for English Learners and Immigrant Students

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

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

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

Strengths	
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Challenges	
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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	BHCS will transfer 100% of Title IV funds into Title V to allow flexibility of funding.
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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."

Challenges	
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Title I,Part A - Equitable Access to Effective Educators

Strengths	
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Challenges	
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Title V, Part B - Rural Education

Strengths	
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Challenges	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 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 student achievement in literacy.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Multi-Tiered System of Supports Professional Learning Communities LETRS training for teachers Focus on literacy through ongoing continuous monitoring, professional development and revision of practices. Continue implementing literacy curriculum K-12 (Into Reading and Into Literature)
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Overarching Need # 2

Overarching Need	Increase student achievement in mathematics.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Multi-Tiered System of Supports Professional Learning Communities Continue implementing math curriculum K-8 Professional development to improve instructional practices
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Overarching Need # 3

Overarching Need	Achieve a minimum Average Daily Attendance (ADA) rate of at least 93% at every school site by the conclusion of the academic year.
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	Attendance Clerk to monitor attendance Attendance incentives for students Attendance updates and support to parents
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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 student achievement in literacy.

Root Cause # 1

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

Additional Responses	
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Overarching Need - Increase student achievement in mathematics.

Root Cause # 1

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

Additional Responses	
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Overarching Need - Achieve a minimum Average Daily Attendance (ADA) rate of at least 93% at every school site by the conclusion of the academic year.

Root Cause # 1

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

Additional Responses	
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District Improvement Plan 2026 - 2027



Ben Hill County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in literacy.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	
Goal	For the 2026-2027 school year, content mastery in ELA will improve by 5% at each school, as evidenced by the Georgia Milestones assessment.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Other : Reading
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Prioritize Tier I literacy instruction by identifying high-leverage instructional practices through PLCs and providing appropriate professional learning.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas/Sign-In Sheets from PL, Lesson plans, PLC Notebooks
Method for Monitoring Effectiveness	progress/growth data
Position/Role Responsible	Principal, Instructional Coach, GaMTSS coordinator, Curriculum Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step # 2

Action Step	Provide additional support through literacy intervention time for identified students. Georgia Multi-Tiered System of Supports (GaMTSS) will be used to strengthen literacy skills through equitable learning opportunities.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Master schedules and student intervention rosters
Method for Monitoring Effectiveness	progress/growth data
Position/Role Responsible	Principal, Assistant Principals, Instructional Coach, Curriculum Director, GaMTSS coordinator, and teachers
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 2

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in mathematics.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	
Goal	For the 2026-2027 school year, content mastery in math will improve by 5% across all grade levels, as evidenced by the Georgia Milestones assessment.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Prioritize Tier I math instruction by identifying high-leverage instructional practices through PLCs and providing appropriate professional learning.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Agendas/Sign-In Sheets from PL, Lesson plans, PLC Notebooks
Method for Monitoring Effectiveness	progress/growth data
Position/Role Responsible	Principals, Assistant Principals, Instructional Coaches, Curriculum Director, and teachers
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step # 2

Action Step	Provide additional support through math intervention time for identified students. The Georgia Multi-Tiered System of Supports (GaMTSS) will be used to strengthen math skills through equitable learning opportunities.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Master schedule and student intervention rosters
Method for Monitoring Effectiveness	progress/growth data
Position/Role Responsible	Instructional Coaches, GaMTSS coordinators, teachers
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Achieve a minimum Average Daily Attendance (ADA) rate of at least 93% at every school site by the conclusion of the academic year.
Is Need # 1 also an Equity Gap?	
Root Cause # 1	
Goal	By May 2027, each school will increase the percentage of students missing less than 10% of enrolled days by 10 points for each school.

Equity Gap

Equity Gap	CCRPI Star climate rating
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Content Area(s)	Other : Attendance
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-8 Promote the engagement and education of parents, families, community and business partners

Action Step # 1

Action Step	Each class or school will recognize no tardy/no early check out and perfect attendance monthly.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	List of students who met the criteria for no tardy/no early check out and perfect attendance, social media posts (first name and last initial)
Method for Monitoring Effectiveness	Infinite Campus Reports by System Attendance Specialist monthly
Position/Role Responsible	Classroom Teacher School receptionist System Attendance Clerk
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 1

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

Action Step # 2

Action Step	Semester Celebration for students with no tardy/no early check out and perfect attendance at least 2 months during the semester.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	List of students who met the criteria for no tardy/no early check out and perfect attendance, social media posts (first name and last initial), or sign in sheet by students
Method for Monitoring Effectiveness	Monthly review reports of attendance data
Position/Role Responsible	Teachers Administrators School Leadership Teams Attendance Team Committees System Attendance Clerk
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Supopot from Communities In Schools and school governance teams.
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Action Step # 3

Action Step	Parent outreach to address excessive student absences and/or tardies through school level designees and district level attendance specialist.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets or signed letters by parents. Parent Contacts through phone calls, letters, and emails.

Action Step # 3

Method for Monitoring Effectiveness	Monthly review reports of attendance data
Position/Role Responsible	System Attendance Clerk Teachers Administrators School Leadership Teams Attendance Team Committees
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention?

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

4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	The LEA is committed to the continuous coordination of services and community stakeholder engagement through rigorous monitoring and support of all federal programs. To strengthen this oversight, the district will establish a System Advisory Team for the upcoming fiscal year. This team will convene at least three times annually to review system progress and ensure transparent communication with the community. Furthermore, the district will maximize resource impact by transferring Title II, Part A and Title IV funds into Title V, subsequently consolidating those with Title I, Part A to address the comprehensive needs identified in this document.
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Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Ben Hill's Data in the Comprehensive Needs Assessment in regard to Inexperienced Teachers and teachers out of field was analyzed. The team also looked at the district's Professional Qualifications (PQ) and Infield rate. The district uses information gathered from the Georgia Professional Standards Commission website and CPI reports to ensure teachers are PQ and Infield. Ben Hill County Schools prioritizes equitable services for low-income and minority students through a collaborative framework involving parent groups and district leadership. A key area of focus is relationship building, as strong school-family connections are foundational to student success. At the K-5 level, the district utilizes a manual classroom placement process to strategically ensure that students are not assigned to inexperienced teachers in consecutive years. This process considers teacher experience, tenure, and student-specific needs. Furthermore, the implementation of Professional Learning Communities (PLCs) has been instrumental in reducing instructional drift and fostering professional growth. While the majority of our K-5 and 6-12 staff are in-field, we acknowledge a need for enhanced leadership training to support both new and veteran educators. In our 6-12 setting, where many courses are content-specific and served by a single teacher, all students, including low-income and minority subgroups, receive equal access to the same specialized instruction. To be more specific for each school level, please see the following... Ben Hill Primary: 1. Ineffective Teachers:ol
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Serving Low Income and Minority Children

	2. PLC meetings occur weekly and provide support of instructional strategies, implementation of the backwards design, and a review of curriculum support at both the Tier 1 and EIP/Tier 2 level. 3. Coaching support is provided as needed. 4. Peer review of other classrooms that are highly effective is provided. Out of Field Teachers:1. All teachers at BHP are certified and highly qualified. They all also have their literacy certification either through LETRS or Cox Campus. Inexperienced Teachers:1. Mentors/Buddies are provided for new staff (0-3 years). 2. PLC meetings occur weekly and provide support of instructional strategies, implementation of the backwards design, and a review of curriculum support at both the Tier 1 and EIP/Tier 2 level. 3. Coaching support is provided as needed. 4. Peer review of other classrooms that are highly effective is provided. /olBen Hill Elementary: We look at data and compare teacher experience and certification areas etc. If a teacher has strengths we put him/her in an area to support students as well as other staff members. If teachers are struggling then we put them on a coaching cycle and help mentor them. We also place all new teachers with a mentor teacher and teachers with less than three years of experience with a buddy. GALeads should also help with this coaching piece. Building a positive culture in your building and getting to know your staff helps to retain experienced teachers. If we want someone to learn and grow we have to pour into them and in turn they can pour into our students ensuring that they get the best education possible. Ben Hill Middle School: Ineffective teachers (Ben Hill Middle School) Every staff member at BHMS for the 2026/2027 school year has been rated effective for the previous year based on the Teacher Keys Effectiveness system. Out-of-field teachers (Ben Hill Middle School) Four of our forty-three teachers are currently out-of-field. We are working diligently to get them all in-field by the end of the 2026/2027 school year. Inexperienced teachers (Ben Hill Middle School)
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Serving Low Income and Minority Children

	Three of our forty-three teachers are currently inexperienced (meaning that they have been teaching for three or fewer years.) We have these three staff members in the New Teacher Orientation program and are assigned to highly effective mentor teachers for the 2026/2027 school year. Fitzgerald High School: At Fitzgerald High School College and Career Academy (FHSCCA), district and school leaders work collaboratively to monitor staffing assignments and ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Ineffective Teachers: Ben Hill County Schools utilizes the Georgia Teacher Keys Effectiveness System (TKES) and is now transitioning to GaLeads to evaluate teacher performance and identify areas for professional growth. School administrators conduct regular classroom observations, provide timely feedback, and develop individualized professional learning plans for teachers requiring additional support. Teachers identified as needing improvement receive instructional coaching, mentoring, and targeted professional development aligned to their areas of need. Staffing decisions are made with consideration of teacher effectiveness data to ensure that students at FHSCCA have equitable access to effective instruction. The district reviews evaluation data annually to monitor for any disproportionality in teacher effectiveness assignments. Out-of-Field Teachers: The district's Human Resources Department and school administrators carefully review certification, endorsements, and course assignments each year to ensure teachers are appropriately certified in the subjects they teach. FHSCCA makes every effort to assign teachers within their certification field and to minimize out-of-field assignments. When staffing shortages require temporary out-of-field placements, the district provides guidance and support for teachers to obtain the necessary certification or endorsement in accordance with Georgia Professional Standards Commission (GaPSC) requirements. Certification and staffing reports are reviewed annually to ensure that low-income and minority students are not disproportionately taught by out-of-field teachers. Being a charter system, FHSCCA is allowed to use waivers for teachers that are not in field. We make every effort to ensure that all teachers are certified in the content they are teaching. Inexperienced Teachers: Ben Hill County Schools recognizes that new teachers require intentional support to be successful. Beginning teachers at FHSCCA participate in the district's induction and mentoring program, receive support from experienced teachers and instructional leaders, and engage in ongoing professional learning throughout the school year. School administrators work to balance teaching assignments by pairing novice educators with experienced colleagues through Professional Learning Communities (PLCs) and collaborative planning. The district
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Serving Low Income and Minority Children

	monitors teacher experience levels across schools to ensure that inexperienced teachers are not disproportionately assigned to Title I programs or to classrooms serving high concentrations of low-income or minority students. As part of its continuous improvement process, Ben Hill County Schools annually reviews teacher effectiveness, certification, years of experience, and staffing patterns. District leadership uses these data to make informed hiring, assignment, professional learning, and retention decisions that promote equitable access to high-quality instruction for all students. Through strategic recruitment, ongoing support, and equitable staffing practices, Fitzgerald High School College and Career Academy remain committed to providing every student with the opportunity to learn from effective, appropriately certified, and experienced educators.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	Ben Hill County Schools is entering a new era of leadership with an incoming Superintendent whose 28-year career is defined by a deep commitment to professional growth. His journey, spanning roles from Assistant Principal to District Superintendent and most recently as a State-wide Leadership Coach with the Governor's Office of Student Achievement (GOSA), brings a wealth of specialized knowledge to our system. Under this new leadership, the district will maintain its successful PLC process, ensuring that both veteran and new staff are aligned in their instructional purpose. A key priority for FY27 is the continued implementation of LETRS training to strengthen Tier I reading instruction and meet state literacy expectations. As we enter the fourth year of the HMH 'Into Reading,' 'Into Literature,' and 'Into Math' curricula, we anticipate significant growth in student achievement as instructional practices become more refined. Furthermore, we are continuing to support our school leaders by enrolling our administrative team in RESA 'job-alike' training. This initiative provides Assistant Principals and new Principals with the comprehensive insight needed to transition from operational duties (discipline and facilities) to effective instructional leadership.
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule – Strategic Waivers (160-5-1-.33), does the district intend to waive certification? [ESSA Sec. 1112(c)(1)(B)(ii)]

☒	Yes
☐	No (no further action)

If the LEA waives certification, specify the waiver option below:

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

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	Currently, one school within our district is identified for Targeted Support and Improvement (TSI). As a unified educational perspective in a rural community, we recognize that our students' success depends on our ability to leverage shared resources and support one another's improvement with initiatives. In collaboration with the state support team, our primary and elementary schools are working together to address the root causes of this designation. Data analysis indicates that attendance within the Students with Disabilities (SWD) subgroup is one of the primary factors impacting our status. Consequently, we have designated Attendance Improvement as an Overarching Need for the system. Our strategic monitoring and targeted interventions are designed to increase engagement for all students, with the ultimate goal of exiting TSI status through sustained attendance and academic growth.
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	We provide training for CTAE teachers on strategies to teach academic skills by bringing in academic coaches on district professional development days. We also utilize paraprofessionals to assist special populations students in CTAE classes and ESOL teachers for our Hispanic population. All unit plans are required to indicate methods of integrating academics and crosswalking of academic and CTAE standards to show teachers and students where these two intersect. Our advisory committees have reviewed the CTAE course standards and have provided insight into specific skills that must be mastered for each pathway. Also by: ● Requiring students to take the End of Pathway Assessment. ● Articulation of CTAE courses with Wiregrass Georgia Technical College. ● Implementation of Professional Learning planning meetings that include CTAE and Academic teachers and focuses on standards-based education. ● Creation of curriculum calendars and common assessments. ● Numerous dual enrollment opportunities with Wiregrass GA Technical College. ● Active participation in area specific CTSO's. The same activities are available for special population students that are available for regular education students with the exception of those services specified in the student's IEP. These include but are not limited to: ● CTAE Teachers reinforce all academic skills--this helps students prepare for and be successful on EOC/Milestones. ● Restructuring of CTAE and Academic Curricula to meet the needs of higher criteria for student performance through school improvement initiatives. ● Tracking of special needs students, discipline problems, graduation rate, etc. ● Implementation of targeted assistance and credit recovery classes. ● Require all upcoming 9th graders to choose career pathway that falls into the new Georgia College and Career Ready Clusters. ● Continuation and Improvement of the Teachers as Advisors initiative. ● Require all 9th graders to explore career options and complete programs of study. ● Implementation of Career Related Education Program to include Work-Based Learning, Job Shadowing, Career Development, Entrepreneurship, etc. ● Continuation of Youth Apprenticeship Program. ● Recognition of students with cords at graduation acknowledging Pathway completion and passing of End of Pathway Assessments.
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CTAE Coordination

	All CTAE students participate in GeorgiaBEST through their CTAE classes and through WBL. We have a WBL instructor. Currently 61 students CTAE participate in WBL. We have an active YAP Advisory Council made up of local and regional business and industry partners. These partners help us plan and implement a College and Career Fair and each spring a local Job Fair for potential WBL students.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Ben Hill County Schools (BHCS) is committed to fostering inclusive, supportive learning environments that keep students engaged in learning while addressing behavioral challenges through evidence-based, tiered interventions. Recognizing that exclusionary discipline can disproportionately affect students with disabilities and students from historically underserved groups, BHCS continues to strengthen its efforts to reduce unnecessary removals from the classroom. 1. Implementation MTSS Behavior Framework BHCS implements a district-wide Multi-Tiered System of Supports (MTSS) that addresses both academic and behavioral needs of students. This framework is aligned to Georgia's MTSS model and emphasizes proactive, preventative strategies designed to minimize the need for punitive disciplinary actions. Specific practices include: Tier 1: Universal Behavior Supports -Clearly communicated behavior expectations -Classroom management training for teachers -Social-emotional learning strategies -School specific positive behavior reinforcement systems Tier 2: Targeted Interventions -Small-group social skills training -Targeted SEL lessons -Increased parent engagement through communication logs and structured meetings -Automatic RTI Tier 3: Intensive, Individualized Interventions -Functional Behavior Assessments (FBAs) -Behavior Intervention Plans (BIPs) -Check-In/Check-Out (CICO) systems -One-on-one counseling or behavior interventionist support -Coordination with mental health professionals and wraparound agencies -Automatic RTI
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	Each level includes frequent progress monitoring, structured data review protocols, and built-in decision points to determine whether a student requires more or less intensive support. 2. Discipline Data Analysis and Disproportionality Prevention BHCS regularly analyzes disaggregated discipline data by subgroup (race, disability, gender, socioeconomic status) to identify trends, address disproportionality, and respond to school-specific needs. Efforts include: -Monthly school-level discipline reviews conducted by administrators and school behavior teams -Monthly district-wide analysis to flag patterns of overuse in exclusionary discipline -Targeted coaching and support for schools with disproportionate suspension or referral rates 3. Alignment with Georgia Laws and Best Practices In compliance with House Bill 740 and Georgia Board Rule JD 160-4-8-.15, BHCS prohibits suspension/expulsion of students in grades PK-3 for more than five days without first implementing tiered support. The MTSS behavior framework specifically includes: -Documentation of all supports prior to suspension -Parent communication records -Administrative oversight to ensure procedural fidelity 4. Professional Learning to Equip Staff BHCS offers job-embedded professional learning opportunities to build staff capacity in addressing student behavior proactively and equitably. 5. Parent and Family Engagement BHCS involves families early and meaningfully in addressing student behavior. Parents are: -Invited to Tier 2 and Tier 3 behavior meetings -Provided with summaries of plans and expected outcomes -Given opportunities to participate in strategy development -Connected with community resources when wraparound support is needed 6. Supervision and Accountability Discipline practices are monitored through a multi-tiered supervision model: -School-level behavior teams monitor implementation of Tier 2 and 3 supports and discipline trends. -Building administrators oversee adherence to school behavior expectations and discipline protocols -The district leadership team will provide oversight, identify schools in need of support, and ensure data-based responses to behavior concerns When staff or systems are found to be out of alignment, coaching and corrective actions are implemented. Conclusion Ben Hill County Schools remains committed to reducing the overuse of exclusionary discipline practices through prevention, early intervention, data-informed decision-making, and staff empowerment. By operationalizing our MTSS framework with fidelity, we will continue to
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	create positive, inclusive learning environments where all students can thrive—academically, behaviorally, and socially.
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Middle School transition initiatives already in place are: transition visit to the high school, presentation of all pathways through the 8th grade Pathway to Your Future, high school student attend Career Days visits to Wiregrass campuses during the 'Get Wired' events. All students, including members of special populations receive information about each pathway including the program of study, future job openings and starting wages. Students will participate in industry tours, have guest speakers from business/industry, attend an on-campus career fair, and tour the labs and classrooms at the FHSCCA. At the end of the 9th grade year, students will declare a pathway within the 4 academies of STEAM, AIM, Healthcare, and Human Services. Through Career Connections Exploratory classes at BHMS. 7th graders complete a Careers class as an elective. Through 8th Grade Pathways to your Future program at BHMS, that include tours of high school programs/pathways, as well as WGTC tours. By completing interest inventories and developing career plans in middle school. By completing career awareness lessons and portfolios in elementary school. 5th Grade Ag Day and Career Days at BHES. Careers on Wheels (COW) Day at BHPK. Career Day at Ben Hill Primary. Skills days at BHMS and FHSCCA To ensure a smooth transition from middle school to high school, students at Fitzgerald High School College & Career Academy participate in a comprehensive program. This includes a high school tour, a parent night for class registration and future planning, and completion of required BRIDGE law activities for their Individual Graduation Plan. Counselors also inform students and parents about Dual Enrollment opportunities with local colleges and Wiregrass Technical College, detailing program requirements and application procedures. During high school registration, students can explore CTAE classes and extracurricular activities through teacher-led stations. For special education students, the transition process is similar but begins with a specific plan outlining their post-school goals. Case Managers meet with parents during IEP meetings to discuss schedules and activities.
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Middle and High School Transition Plans

	For high school to post-secondary transitions, counselors highlight dual enrollment options with various local colleges and technical schools through informational sessions. They also assist students with college applications, host financial aid information sessions, and provide information on local and national scholarships.
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	The Ben Hill County School District currently serves young learners through eight Bright from the Start Pre-K classrooms and three preschool early intervention classrooms for students with special needs. To support a smooth transition into Kindergarten, the district provides parent informational meetings at the end of each student's Pre-K year. Students in early intervention classrooms also have opportunities to participate in mainstream Pre-K settings, when appropriate, with additional support designed to prepare them for larger group learning environments. Qualifying students may also receive speech, physical, and occupational therapy services as outlined in their Individualized Education Plans (IEPs). In addition, Ben Hill County School District partners closely with Coastal Plains Head Start to provide intervention services for students identified with Significant Developmental Delays. Since 2018, the district has continued to offer a Rising Kindergarten Summer Transition Program funded through Bright from the Start. In 2022, the district expanded these efforts by introducing a Rising Pre-K Summer Transition Program specifically designed for Spanish-speaking students. This program helps children adapt to the Pre-K environment while supporting English language development in a culturally and linguistically enriched setting. Both transition programs are intensive, academic enrichment opportunities designed to help students maintain and strengthen foundational skills before the start of the school year. The Rising Kindergarten Summer Transition Program has expanded to five classes serving 12 students each, while the Rising Pre-K Summer Transition Program includes one class of 10 bilingual students. Across all summer programs, students participate in hands-on learning experiences that integrate literacy and mathematics instruction. Weekly parent workshops are also offered to encourage strong family engagement and support student success. The district remains committed to expanding early learning opportunities and providing a strong educational foundation for children in its rural, low-income community. By investing in early childhood education and intervention services, Ben Hill County School District aims to equip students with the skills and support needed for long-term academic success as they progress through school.
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Preschool Transition Plans

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Title I, Part A - Targeted Assisted Schools Description

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

Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.	Ben Hill County Schools have one Primary, Elementary, Middle, and High school. All schools are Title I schoolwide schools. The District has one Targeted Assistance School, Ben Hill Primary, and no schools for children living in local institutions for neglected or delinquent children. The Primary School, identified TSI school, serves students in grades Pre-K through 2 and provides instruction aligned to the Georgia Standards in reading/language arts, mathematics, science, and social studies. A strong emphasis is placed on foundational literacy through daily Structured Literacy instruction. Students also participate in enrichment courses, including physical education, music, and STEM. To support instructional decision-making and monitor student progress, universal screeners in reading and mathematics are administered three times each year. Teachers collaborate within their Professional Learning Communities (PLCs) to analyze student data and identify academic needs. Based on this data, students are grouping for targeted instruction designed to address specific skill deficits or provide enrichment and acceleration opportunities. This instruction occurs during a 45-minute block built into the master schedule known as What I Need (WIN) time. WIN time allows teachers to provide focused support and differentiated learning experiences tailored to student needs. In addition, some students receive specialized services through programs such as Gifted, English to Speakers of Other Languages (ESOL), Tier II, and Tier III interventions, and Special Education. The Elementary School serves students in grades 3 through 5 and
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Title I, Part A – Educational Programs

	provides instruction aligned to the Georgia Standards in reading/language arts, mathematics, science, and social studies. Students also receive instruction in physical education, health, music, and STEM. Teachers work collaboratively within PLCs to analyze student data and determine academic needs. Using this information, students are grouped for targeted instruction during a 50-minute WIN (What I Need) block built into the master schedule. WIN time provides opportunities for remediation and enrichment while allowing teachers to focus on specific standards and skill development. Additional support services are available through programs such as Gifted, Early Intervention, ESOL, Tier II and Tier III interventions, and Special Education. Ben Hill Middle School serves students in grades 6 through 8. Students are scheduled based on their individual academic needs and receive instruction aligned to the Georgia Standards in reading/language arts, mathematics, science, and social studies. In addition to the core academic courses, students participate in Connections or exploratory classes designed to extend and apply classroom learning. These courses include Physical Education, Band, Family and Consumer Sciences, Business and Computer Science, Engineering and Technology, and Agriculture. Students may also participate in specialized programs that provide differentiated support and instruction based on individual needs. These programs include Gifted, Special Education, English to Speakers of Other Languages (ESOL), and intervention classes. The school is organized into four primary hallways: 6th Grade, 7th Grade, 8th Grade, and Connections. Students primarily remain within their grade-level hallways except when attending Connections classes. Student placement is designed to build on individual strengths while addressing areas of need, allowing teachers to provide targeted support and meaningful learning opportunities. Connection classes encourage student growth by providing focused instruction in specific content areas while allowing students to learn and collaborate together. In addition, students have opportunities to participate in STEM courses that offer enhanced academic challenges and promote creativity, Future Problem Solvers activities, and innovation. Newly developed in FY 26, Ben Hill Middle School offers an after school program for 60 interested students. Fitzgerald High School College and Career Academy services students in grades 9 through 12. The school operates on a 4x4 block schedule, allowing students to take four approximately 90-minute courses each semester and earn up to eight Carnegie units per year. Students receive instruction aligned to the Georgia Standards in reading/language arts, mathematics, science, and social studies. In addition to core academics, students have access to a wide range of programs and extracurricular opportunities, including Career, Technical, and Agricultural Education (CTAE), physical education, band, foreign languages, fine arts, and chorus. The school also incorporates a designated time for intervention, academic support and assistance based on student individual needs.
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Title I, Part A – Educational Programs

	Students receive differentiated instruction and support services tailored to their academic goals and learning needs. Available programs include Honors and Advanced Placement (AP) courses, Special Education, ESOL, and intervention services. Current district initiatives in Ben Hill County focus on continuing to strengthen literacy instruction, improving and streamlining Multi-tiered Systems of Supports (MTSS), and continuing the implementation of Professional Learning Communities (PLCs) across all schools. These efforts are designed to improve academic outcomes for all students. Instructional Coaches support teachers and instructional practices at each school, with the exception of FHSCCA, while Multi-Tiered Systems of Supports (MTSS) Coordinators at the Primary, Elementary, Middle, and High Schools help ensure students receive appropriate interventions, enrichment, and acceleration opportunities to maximize academic success.
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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.	Occupational Survey Ben Hill County has an online-only registration process that includes a current Occupational Survey for both new and returning students. Any surveys with a positive response are immediately flagged and sent to Ben Hill's SSP. These flagged surveys will be followed up on within two days, after which the state recruiter will be contacted and Certificates of Eligibility (COEs) submitted. Timely transfer of pertinent school records Registrars and the Migrant SSP will collaborate closely to ensure migrant student records are processed efficiently. When a student enrolls in Ben Hill County Schools, their records will be requested immediately from their previous school. If a student leaves Ben Hill County Schools and their records aren't requested promptly by a new institution, registrars, the school social worker, and the Migrant SSP will launch an investigation to locate the student and understand why they're not in school. Migrant Student Information Exchange (MSIX) To better serve migrant students, Ben Hill County Schools utilizes the Migrant Student Information Exchange (MSIX). This system allows for the seamless interstate and intrastate exchange of crucial information, helping to coordinate services for migratory children. Our Migrant SSP is proficient in using MSIX, leveraging it as a key resource for evaluating and providing appropriate support to these students.
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Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe: 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3. Direct-funded LEAs describe: 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer	The Migrant Program in Ben Hill County offers crucial supplemental support to migrant preschool children, Out-of-School Youth (OSY), and their families once students are identified. The current Migrant SSP, regularly conducts home visits to provide tutoring, resources, and information covering academics, health, nutrition, and social services. For preschool children nearing age four, she assists families with pre-K enrollment and documentation. Students will be assessed using the state Preschool Readiness Checklist and/or our local Preschool Readiness Assessment, which will allow us to monitor student progress at least three times throughout the school year. OSY receive program details and meet regularly with SSP to track progress toward their goals. This tracking will be monitored through a system created OSY rubric where the OSY student(s) should have at least a score of 13-17 points to denote that the OSY student is showing steady progress. We will also use the state OSY Profile Form to meet with and assess the needs of OSY and Dropouts. Additionally, migrant families and OSY are invited to P.A.C. meetings to discuss program resources, needs, and concerns. For FY27, a new Migrant SSP will be hired and we will continue to meet with migrant families out in the community on occasion. Currently, there is a church that will allow us to host our P.A.C. meetings.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity	GOAL 1: Description of District Procedures Ben Hill County Schools (BHCS) has implemented a comprehensive transition framework designed to support students with disabilities in achieving successful school completion and post-secondary outcomes. Transition planning begins with early identification of students at risk of not graduating and includes ongoing collaboration among special education staff, general education teachers, school counselors, administrators, students, and families as outlined below. Graduation Outcomes (FY25 CCRPI Data) • 4-Year Graduation Rate for SWD: 83.33% (State Target 87.36%) • 5-Year Graduation Rate for SWD: 86.96% (State Target 84.85%) Post-School Outcomes (Indicator 14 Data, FY25 Data) (FY25 APS report not available at time of responses) From a cohort of 17 possible student responders: • 14A - Enrolled in Higher Education: 0% • 14B - Enrolled in Higher Education or Competitively Employed: 43.75% • 14C - Engaged in Higher Ed, Training, or Employment: 68.75% Though we achieved a high 94.12% response rate, the percentage of students unengaged post-graduation was 25%. School Completion Activities • Semesterly review of graduation status, credits earned, attendance, behavior, and academic performance for all students with disabilities. • Development and monitoring of individualized graduation plans. • Increased family engagement through regular communication regarding graduation requirements and student progress. • Accelerated Career Diploma track and Dual Enrollment enable SWD to pursue high school diplomas and technical credentials simultaneously. School-Age Transition Activities
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IDEA Performance Goals:

	● Age-appropriate transition assessments administered and reviewed annually. ● Development of measurable post-secondary goals in education/training, employment, and independent living (when appropriate). ● Alignment of IEP goals and services to support transition needs. ● Student participation in self-determination and self-advocacy activities. ● Career awareness and exploration opportunities, including career interest inventories, career fairs, and work-based learning experiences. ● Involvement with GVRA and High School High Tech programs Post-Secondary Transition Activities ● Coordination with post-secondary institutions, technical colleges, vocational rehabilitation agencies, and community service providers. ● Assistance with college applications, financial aid, dual enrollment opportunities, and employment preparation. ● Instruction in employability skills, independent living skills, and community participation. ● Opportunities for job shadowing, internships, work-based learning, and community-based instruction when appropriate. ● Documentation of agency linkages and transition services through the IEP process. Specific Professional Learning Activities ● Training on developing compliant and meaningful transition plans, measurable post-secondary goals, and transition services. ● Training on transition assessment administration and interpretation. ● Instruction on graduation requirements, diploma options, and pathways available to students with disabilities. ● Collaboration with state and community agencies to provide transition-focused workshops and resources. ● Ongoing coaching and technical assistance based on monitoring results and identified needs.
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IDEA Performance Goals:

	Plan to Monitor Implementation with Fidelity● Ongoing compliance audits of IEPs to ensure transition requirements are completed with fidelity and aligned to student needs. ● Review of graduation data, dropout data, attendance, behavior, and course completion for students with disabilities. ● Monitoring of transition assessments, measurable post-secondary goals, transition services, and course of study documentation. ● Analysis of Indicator 1, Indicator 13, and Indicator 14 data to identify trends and areas for improvement. ● Provision of corrective action, targeted coaching, and additional professional learning when implementation concerns are identified.
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA 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	GOAL 2:			
	Preschool Outcome Data from SE Dashboard FY25 (FY25 APS report not available at time of responses)			
	Indicator 6 - Not Available for FY25 Indicator 7 - Preschool Outcomes			
		7A	7B	7C
	Summary Statement 1	100%	100%	100%
Summary Statement 2	42.11%	68.42%	84.21%	
These outcomes emphasize the need to further target Positive Social-Emotional Skills instruction.				
Description of LEA Procedures				
Ben Hill County Schools (BHCS) is committed to providing high-quality early childhood special education services that support positive developmental outcomes and successful transitions for children ages 3–5. The district utilizes a child-centered, family-focused approach to ensure that young children with				

IDEA Performance Goals:

conducted by the LEA Parent trainings	disabilities receive appropriate services in the least restrictive environment (LRE) and have access to natural learning opportunities alongside their typically developing peers whenever appropriate. The district conducts ongoing Child Find activities through our Child Find procedures and protocol. The LEA maintains procedures for: • Timely referral, evaluation, eligibility determination, and IEP development for preschool-aged children. • Coordination with early intervention providers to support seamless transitions from Part C services to Part B preschool services. • Conducting age-appropriate assessments to identify strengths, needs, and developmental priorities. • Developing individualized educational programs that address communication, social-emotional development, adaptive skills, cognitive development, and pre-academic readiness skills. • Monitoring child outcomes and progress toward IEP goals through ongoing data collection and progress reporting. • Ensuring placement decisions are made by the IEP Team based on individual student needs and consideration of the full continuum of services. Services Offered and Locations of Services BHCS provides a continuum of early childhood special education services designed to meet the individual needs of preschool children with disabilities. Services may be provided in a variety of settings, including: • District Pre-K classrooms • Community-based preschool programs • Local childcare and daycare centers • Head Start programs • Special education preschool classrooms • Home-based services when determined appropriate by the IEP Team Services available may include: • Specialized instruction • Speech-language therapy
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IDEA Performance Goals:

	• Occupational therapy • Physical therapy • Behavioral supports and consultation • Assistive technology supports • Related services as identified through the IEP process Placement decisions are individualized and designed to maximize participation in natural environments and interactions with typically developing peers whenever appropriate. Staff Designated to Support the 3–5 Population The LEA designates qualified personnel to support preschool-aged children with disabilities, including: • Early Childhood Special Education Teachers • Paraprofessionals • Speech-Language Pathologists • Occupational Therapists • Physical Therapists • School Psychologists • Special Education Coordinators • Preschool Evaluation Teams • Behavior Specialists, when needed • Related Service Providers • General Education Preschool and Pre-K Teachers District leadership and special education administration provide oversight, technical assistance, and ongoing support to ensure compliance and effective service delivery. Collaboration with Outside Agencies and Community Partners The LEA collaborates with multiple agencies and community partners to improve
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IDEA Performance Goals:

	outcomes for young children and support successful transitions into preschool services. Collaborative activities include: • Coordination with the Georgia Department of Public Health's Babies Can't Wait Program to facilitate smooth transition from Part C to Part B services. • Partnerships with local Head Start programs and community childcare providers. • Collaboration with pediatric healthcare providers and community service agencies when appropriate and with parent consent. • Participation in transition meetings for children approaching age three. • Sharing information regarding referral procedures, evaluations, eligibility processes, and service options. The LEA also provides training opportunities for community partners and preschool providers on topics such as: • Child Find procedures • IEP Development • Inclusion Strategies • Classroom Management and Behavior Support Parent and Family Engagement Opportunities Recognizing the critical role families play in early childhood development, the LEA provides ongoing opportunities for parent education and engagement. • Transition from Babies Can't Wait to Preschool Special Education Services • Understanding the IEP Process • Participation in MTSS and/or IEP meetings • Parents are provided with documentation guides and informational materials • Parents attend individual meetings to explain outcomes of various assessments and service options Parent trainings are offered through workshops, informational meetings, family engagement events, newsletters, and individual consultation opportunities. Families are encouraged to actively participate in educational planning and
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IDEA Performance Goals:

	decision-making processes to support positive outcomes for their children. Through these procedures, services, collaborative partnerships, and family engagement efforts, the LEA seeks to improve developmental outcomes, increase participation in inclusive environments, strengthen transitions, and ensure that young children with disabilities receive the supports necessary to be successful in school and beyond.
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	GOAL 3: Ben Hill County Schools is committed to ensuring that all students with disabilities receive a Free Appropriate Public Education (FAPE) in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). The district provides comprehensive special education services through ongoing staff training, implementation of evidence-based instructional practices, access to a full continuum of services, and systematic monitoring of compliance and student outcomes. Teacher Training on IEP/Eligibility Procedures and Instructional Practices • The district provides ongoing professional learning opportunities for special education teachers, general education teachers, administrators, and related service providers regarding IDEA requirements, eligibility procedures, IEP development, implementation of specially designed instruction (SDI), progress monitoring, and procedural safeguards. • Annual training is conducted on IEP development, eligibility determination, reevaluation requirements, accommodations and modifications, data collection, and compliance timelines. • Additional training is provided throughout the year on evidence-based instructional practices, differentiated instruction, co-teaching models, behavior supports, and inclusive practices to improve outcomes for students with disabilities. Ensuring the Least Restrictive Environment (LRE) The district ensures that students with disabilities are educated with their nondisabled peers to the maximum extent appropriate. • IEP teams consider the Least Restrictive Environment (LRE) during every eligibility, annual review, and reevaluation meeting. • Placement decisions are made individually based on student needs and are supported by data, present levels of performance, and consideration of supplementary aids and services. • The district emphasizes inclusive practices, co-teaching models, consultation services, and access to the general education curriculum before considering more restrictive placements.
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IDEA Performance Goals:

	Continuum of Service Options The district provides a full continuum of special education services to meet the unique needs of students with disabilities. Service options include but not limited to: • General education with accommodations and supports • Consultation services • Co-taught instructional settings • Resource and pull-out services • Specialized instruction in small-group settings • Related services, including speech-language therapy, occupational therapy, physical therapy, counseling, and behavioral supports • Specialized programs for students with more intensive needs • Homebound instruction when appropriate • Services for preschool-aged students with disabilities Placement decisions are made through the IEP process and are individualized based on each student's needs. Sharing Accommodations and Modifications with Staff The district has procedures in place to ensure that accommodations, modifications, behavior intervention plans, health plans, and other relevant IEP information are communicated to all staff responsible for implementation. • Teachers receive access to student IEPs and accommodation summaries through the district's electronic special education management system(GOIEP). • Special education case managers review accommodations and modifications with general education teachers at the beginning of each school year and when changes occur. • Ongoing collaboration between special education and general education staff ensures consistent implementation of supports and services. • Training on how to implement accommodations are given as needed. Supervision and Monitoring Procedures The district utilizes multiple
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IDEA Performance Goals:

	monitoring procedures to ensure FAPE is being provided to all students with disabilities. • The Director of Special Education and Compliance Coordinator reviews compliance data monthly that includes timelines, evaluations, annual reviews, and amendments. • Principals and lead special education teachers at each school ensure services are delivered according to the IEPs. • Schools or individual staff identified as needing support are given targeted professional learning and then corrective action plans if necessary. • Ongoing parent communication is supports FAPE through meaningful participation in IEP meetings, clear explanation of parent rights, and continuous engagement. Through these activities, the district ensures that students with disabilities have access to individualized supports and services designed to meet their unique needs, make meaningful educational progress, and receive a Free Appropriate Public Education in the Least Restrictive Environment.
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data 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	GOAL 4: Ben Hill County Schools is committed to maintaining compliance with all federal and state special education laws, regulations, and reporting requirements. Through established procedures, ongoing professional learning, data monitoring, and administrative oversight, the district ensures that students with disabilities receive services in accordance with IDEA and state requirements while promoting continuous improvement in compliance practices. LEA Procedures for Timely and Accurate Data Submission BHCS follows rigorous procedures to ensure all state-reported data and annual performance indicators are submitted on time and with precision: • Dedicated Data Personnel: The special education coordinators oversee the accuracy of student-level data for FTE, IEP timelines, transitions, and discipline. • GOIEP Timelines: Used to track consent, IEP, and eligibility due dates; flags are updated by compliance coordinators and monitored monthly. • Data Validation Meetings: Scheduled prior to each major state reporting cycle (FTE, Student Record, Discipline) to review for errors, missing data, or anomalies.
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IDEA Performance Goals:

	● Yearly GLRS Checklists and DOE Monitoring Rubrics: Used to cross-verify internal data with GADOE submission requirements. BHCS has consistently met 100% of state targets for timely and accurate data submission in recent Annual Performance Reports. LEA Procedures to Address Correction of Noncompliance When noncompliance is identified—whether through internal review, state monitoring, or formal complaints—BHCS follows a clear and documented plan for correction: ● IEP File Reviews: Conducted regularly using state-aligned rubrics for required IEP components, including transition plans, goals, and PLAAFPs. ● Corrective Action Plans (CAPs): Implemented immediately when patterns are detected. Individual teachers may be placed on a documented support plan. ● Re-Training and Follow-Up: Teachers are required to revise and correct identified issues. Compliance staff then recheck for full resolution within required timelines. ● Verification of Correction: No correction is marked complete until documentation is received and reviewed by the compliance coordinator and/or director. Professional Learning for Compliance, Data Submission, and Correction of Noncompliance BHCS provides ongoing professional learning opportunities designed to support compliance with state and federal regulations. Training topics include: ● IDEA and state special education requirements ● Eligibility and reevaluation procedures ● IEP development and implementation ● Transition planning requirements ● Procedural safeguards and parent rights ● Least Restrictive Environment (LRE) requirements ● Accurate and timely data entry and reporting procedures ● Documentation of services and progress monitoring ● Correction of identified noncompliance findings
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IDEA Performance Goals:

	● Special education recordkeeping requirements New special education staff receive onboarding and compliance training, while experienced staff participate in annual refresher training and targeted professional learning based on identified needs. Technical assistance and coaching are provided throughout the school year to address compliance concerns and improve data accuracy. Supervision and Monitoring Procedures BHCS implements a comprehensive system of supervision and monitoring to ensure compliance with all special education requirements. District administrators conduct ongoing reviews of student records, IEPs, reevaluations, transition plans, service logs, and progress reports to verify compliance with IDEA and state regulations. Monitoring activities include: District-Level Monitoring● Special Education Coordinators (PK–5 and 6–12): ● Oversees all special education programming, compliance, due process, and corrective actions. ● Conduct routine audits of IEPs, eligibility files, and parent communications ● Provide direct coaching and support to teachers, case managers, and school leads ● Attend eligibility and IEP meetings for high-profile or complex cases School-Level Monitoring● Lead Special Education Teachers: ● Monitor timelines for annual reviews, reevaluations, and progress reporting ● Conduct pre-IEP meeting reviews and post-meeting documentation checks ● Support compliance in Child Find, transition plans, discipline processes, and FBA/BIP development Building Administrators: ● Participate in compliance walkthroughs and accommodation checks ● Ensure co-teaching and resource instruction meet LRE and SDI expectations
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IDEA Performance Goals:

	General Supervision Process● Quarterly IEP Quality Audits ● Annual SPED Manual Updates and Staff Acknowledgment Form ● Fidelity Logs for Progress Monitoring and Accommodations ● Immediate action plans when systemic issues are detected School administrators and special education leadership collaborate to address compliance concerns, provide targeted support, and implement corrective actions when necessary. Data from monitoring activities are used to guide professional learning, improve practices, and ensure continuous compliance across the district.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

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

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of Title IV, Part A funds
B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of Title IV, Part A funds
C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of Title IV, Part A funds
D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of Title IV, Part A funds

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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