



# Comprehensive Needs Assessment 2021 - 2022 District Report



**Appling County**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Scarlett Miles Copeland
Multiple Program(s)	Federal Programs Director	Dr. Norma Nunez-Cortes
Multiple Program(s)	Curriculum Director	Debra Lawrence
Multiple Program(s)	School Leader (#1)	Dr. Cathy Campbell
Multiple Program(s)	School Leader (#2)	Shelly Roppe
Multiple Program(s)	Teacher Representative (#1)	Sharon Flowers
Multiple Program(s)	Teacher Representative (#2)	Dr. Pamela Johnson
McKinney-Vento Homeless	Homeless Liaison	Dr. Kandiss Taylor
Neglected and Delinquent	N&D Coordinator	Dr. Norma Nunez-Cortes
Rural	REAP Coordinator	Dr. Sandy Dominy
Special Education	Special Education Director	Pam Thomas
Title I, Part A	Title I, Part A Director	Dr. Norma Nunez-Cortes
Title I, Part A	Family Engagement Coordinator	Debra Lawrence
Title I, Part A - Foster Care	Foster Care Point of Contact	Julie Osborne
Title II, Part A	Title II, Part A Coordinator	Dr. Norma Nunez-Cortes
Title III	Title III Director	Dr. Norma Nunez-Cortes
Title IV, Part A	Title IV, Part A Director	Dr. Norma Nunez-Cortes
Title I, Part C	Migrant Coordinator	Dr. Norma Nunez-Cortes

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Dr. Sandy Dominy
Multiple Program(s)	Testing director	Debra Lawrence
Multiple Program(s)	Finance director	Adrienne Taylor
Multiple Program(s)	Other federal programs coordinators	Dr. Norma Nunez-Cortes
Multiple Program(s)	CTAE coordinator	Dr. Ryan Flowers
Multiple Program(s)	Student support personnel	Dr. Kandiss Taylor

**Recommended and Additional Team Members**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	Principal representatives	Dr. Cathy Campbell
Multiple Program(s)	High school counselor / academic counselor	Amanda Towns
Multiple Program(s)	Early childhood or Head Start coordinator	Brenda Harris
Multiple Program(s)	Teacher representatives	Jaclyn Hernandez/Susan Courson
Multiple Program(s)	ESOL teacher	Dr. Wade Bryant
Multiple Program(s)	Local school governance team representative (charter systems only)	N/A
21st CCLC	21st CCLC program director	N/A
21st CCLC	21st CCLC site coordinator or data specialist	N/A
Migrant	Preschool teacher	N/A
Special Education	Student success coach (SSIP)	N/A
Title II, Part A	Human resources director	Denise Rentz
Title II, Part A	Principal supervisors	Dr. Sandy Dominy
Title II, Part A	Professional learning coordinators	Pam Williams
Title II, Part A	Bilingual parent liaisons	Dr. Norma Nunez-Cortes
Title II, Part A	Professional organizations	Keri Crosby Orvin
Title II, Part A	Civil rights organizations	Southeast Georgia Communities Project, Inc. - Andrea Hinojosa
Title II, Part A	Board of education members	Dr. Areatha Virgil
Title II, Part A	Local elected/government officials	Santina Fryer
Title II, Part A	The general public	Donia Sapp
Title III	Refugee support service staff	Dr. Norma Nunez-Cortes
Title III	Community adult ESOL providers	Dr. Norma Nunez-Cortes
Title III	Representatives from businesses employing non-English speakers	Dr. Norma Nunez-Cortes
Title IV, Part A	Media specialists/librarians	Melanie Howard
Title IV, Part A	Technology experts	Melanie Howard
Title IV, Part A	Faith-based community leaders	David Griffin

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Hannah Cortes, Gene Starr, Jake Howard, and Jackson Hartley, Blake Anderson, Marlyn Calihua, Tim Ramos Ngiebkrateke, Agustin Ruiz, Scarlett Smith and Alexia G. Wright
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Jose Marcelo Cortes Marez
Title I, Part A	Parent Representatives of Title I Students	Cristen Floyd
Title I, Part A - Foster Care	Local DFCS Contacts	Alice Johnson
Title II, Part A	Principals	Dr. Gene Starr
Title II, Part A	Teachers	Kim Branch
Title II, Part A	Paraprofessionals	Jennifer Sellers
Title II, Part A	Specialized Instructional Support Personnel	Dr. Wade Bryant
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Amy Rediger
Title I, Part A	Parents of English Learners	Cristina Baltazar

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	N/A
Multiple Program(s)	Technical, college, or university personnel	Olga Martinez
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	None
21st CCLC	21st CCLC advisory council members	N/A
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	Monica Gutierrez

## Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	Eliseo Moreno
Migrant	Local farmer, grower, or employer	Juan Cortes
Migrant	Family connection representatives	Amy Rediger
Migrant	Local migrant workers or migrant community leaders	Eliseo Moreno
Migrant	Farm worker health personnel	Graciela Gutierrez
Migrant	Food bank representatives	Amy Rediger
Migrant	Boys and Girls Club representatives	N/A
Migrant	Local health department representatives	Angie Griffin
Migrant	ABAC MEP consortium staff	Olga Contreras
Migrant	Migrant high school equivalence program / GED representatives	Olga Contreras
Migrant	College assistance migrant programs	Olga Contreras
Neglected and Delinquent	Residential facility(ies) director(s)	Michael Shumans
Special Education	Parents of a student with disabilities	Kim Stancil
Special Education	Parent Mentors	Karen Tharpe
Title II, Part A	School council members	Cristen Floyd

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	<p>The Appling County School System used the recommended and required stakeholders list to create a list of representatives from each school and the district. This list was utilized to ensure representation to create an inclusive group of stakeholders from multiple groups which provided a varied perspective needed to complete the CNA and improvement process for all federal programs. Each school hosted CNA's meetings and provided representatives to be part of the district overall CNA meeting. District Program Directors provided direction and assisted with schools' CNA process. Follow up meetings were held to review and revise information as needed to generate a final needs assessment plan for approval. The focus of these meetings, collaborations, reviews, and revisions with stakeholder representatives is for the purpose of improving overall district effectiveness. This is achieved by a comprehensive and ongoing review of information to determine areas of strength as well as areas of needed improvement and identify/formulate plans for improving these areas. The district and school plans for improvement identified goals for improvement, strategies/action steps to be implemented to achieve stated goals, activities that will be incorporated, and related resource needs and funding sources. Efforts throughout this process are focused on overall improvement while coordinating local and community resources and federal funds. Funds from federal programs are coordinated to address the goals, actions steps, and related needs identified by this review and corresponding plan. Stakeholder group meetings are also conducted throughout the year by the district and at the school level to review important information, progress towards goals, and review and revise plans as needed. This collaboration will continue throughout the school year and focus on coordinating stakeholders and</p>
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	resources to implement the identified action steps.
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 ACSS will utilize the EdCAMP model to allow stakeholders to provide feedback on the District CNA document. This process will allow for multiple opportunities for all stakeholders to participate in the responses for the different sections of the CNA document.

## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
<b>Exemplary</b>	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.	
<b>Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
<b>Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	
<b>Not Evident</b>	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.		
<b>1. Exemplary</b>	1. 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.	
<b>2. Operational</b>	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
<b>3. Emerging</b>	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
<b>4. Not Evident</b>	4. 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		
<b>1. Exemplary</b>	1. 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.	
<b>2. Operational</b>	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
<b>3. Emerging</b>	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
<b>4. Not Evident</b>	4. 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		
<b>1. Exemplary</b>	1. 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.	
<b>2. Operational</b>	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>3. Emerging</b>	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	4. 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
<b>1. Instructional Leadership:</b> 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.	2.55
<b>3.Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.73
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.45
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .Source: TLE Electronic Platform (FY19)	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2.Instructional Planning:</b> 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.	2.17
<b>3.Instructional Strategies:</b> 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.	2.34
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	
<b>4.Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.31
<b>5.Assessment Strategies:</b> 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.	2.1
<b>6.Assessment Uses:</b> 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.	2.11
<b>8.Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.25
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
<b>2. Operational</b>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
<b>3. Emerging</b>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
<b>2. Operational</b>	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
<b>3. Emerging</b>	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
<b>2. Operational</b>	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
<b>3. Emerging</b>	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	2.55
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.27
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.73

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.45
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.09
<b>6.Teacher/Staff Evaluation:</b> 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.	2.55
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.82
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.45
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9.Professionalism:</b> 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.	2.47
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
<b>2. Operational</b>	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
<b>3. Emerging</b>	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.45
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.09
<b>6.Teacher/Staff Evaluation:</b> 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.	2.55
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.82
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.45
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	



## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.38
<b>9. Professionalism:</b> 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.	2.47
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.37
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
<b>2. Operational</b>	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
<b>3. Emerging</b>	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
<b>2. Operational</b>	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
<b>3. Emerging</b>	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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
<b>2.School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.27
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.45
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.37
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	✓
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
<b>4. Not Evident</b>	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
<b>1. Instructional Leadership:</b> 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.	2.55
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.27
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.73
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.45
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.09
<b>6. Teacher/Staff Evaluation:</b> 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.	2.55
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.82
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.45
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.38
<b>2. Instructional Planning:</b> 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.	2.17
<b>3. Instructional Strategies:</b> 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.	2.34
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.31
<b>5. Assessment Strategies:</b> 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.	2.1
<b>6. Assessment Uses:</b> 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.	2.11
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.51
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.25
<b>9. Professionalism:</b> 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.	2.47
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.37
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY19)	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p><b>College and Career Readiness Climate Surveys</b></p> <ul style="list-style-type: none"> <li>● Georgia Student Health Survey</li> <li>● Georgia Parent Survey</li> <li>● College and Career Readiness Climate Star Survey</li> <li>● Georgia School Personnel Survey</li> </ul> <p><b>CTAE Advisory Council Q&amp;A Results</b></p> <p><b>Pirate Parent Days and Community Days</b></p> <p><b>Student Surveys:</b></p> <ul style="list-style-type: none"> <li>● SOAR</li> <li>● Youscience</li> <li>● College Report</li> <li>● Me Now</li> <li>● Cognia</li> <li>● Culture</li> </ul> <p><b>Title I, Part A Surveys</b></p> <ul style="list-style-type: none"> <li>● Parent and Family Engagement Survey</li> </ul> <p><u>Title I, Part C Surveys</u></p> <ul style="list-style-type: none"> <li>● Title I Part C Parent and Student Surveys</li> </ul> <p><u>Title III Surveys</u></p> <ul style="list-style-type: none"> <li>● Title III, Part A Parent &amp; Student Surveys</li> </ul> <p><b>Professional Learning Survey</b></p> <ul style="list-style-type: none"> <li>● Staff Professional Development Needs</li> </ul> <p><b>IDEA Surveys</b></p> <ul style="list-style-type: none"> <li>● IDEA Parent Survey</li> </ul> <p><b>Other Surveys</b></p> <ul style="list-style-type: none"> <li>● Annual Needs Assessment Survey of Parents (English &amp; Spanish)</li> <li>● Annual Needs Assessment Survey of Staff</li> <li>● Climate Surveys</li> <li>● Technology Surveys</li> </ul>
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")

Appling County School System: Overall survey results indicate that the school environments are perceived as safe and welcoming. Strengths included having an opportunity to share feedback, give input on school improvement, open communication, variety of courses available to meet the needs of all learners and a strong relationship between schools and local business industry.

- K-5 Perception Survey Data included positive strengths in the following areas: Opportunities for feedback on school improvement plans, parent engagement activities, open communication, and welcoming environment.
- 6-8 Perception Survey Data included positive strengths in the following areas: Faculty work environment, Parent's appreciation for a safe environment and the variety of courses offered to all learners. Weakness: Need for additional support in the areas of Reading Comprehension, Reading Fluency, Higher Order Thinking, Writing, and Mathematics as a whole. Increase technology and resources to be infused into the reading/ELA and Math Programs.
- 9-12 Perception Survey Data included positive strengths in the following areas: Faculty work environment, Parent's appreciation for a safe environment and the variety of courses offered to all learners. Business appreciation for collaborative input and working relationships. Students appreciate the culture of the school, the commitment of the teachers and opportunities in academics and extracurricular activities.

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)

#### **Social Emotional**

- DFACS Referrals
- Counseling Referrals (Counseling Log)
- Mental Health Referrals (Mental Health Log)
- Discipline Referrals (Infinite Campus)
- Nurse Referrals (Medication Administration Record, Daily Assessment Log, Incident Reports)

#### **Diverse Population:**

- Home Language Surveys
- RTI Fidelity Logs
- EIP
- 504 Plans
- McKinney-Vento Reports
- TPC

#### **Clubs/Extracurricular/Athletic Activities:**

- STEAM
- Afterschool Programs
- Show Choir
- Music Programs
- Sports Participation
- FAFSA/Georgia Student Finance Nights
- 4-H
- School Clubs

	<b>Other:</b> <ul style="list-style-type: none"> <li>● CTSO Participation</li> <li>● Apply to College Days</li> <li>● Dual Enrollment Reports</li> <li>● Attendance Reports</li> <li>● Collaborative, data disaggregation, analysis, and leadership/faculty meetings</li> <li>● Staff observations/evaluations (TKES and Eduphoria)</li> </ul>
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<b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	<p>Appling County School System: Leaders and staff members throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose in meeting the needs of staff, students, and parents. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning while meeting the social-emotional needs of all students. The district's protocol for identifying and serving different diverse and subgroup populations are followed at each school under the direct supervision of Federal Program Directors. Diverse subgroups are identified and provided with services based on the specific service that is needed/requested/mandated.</p> <p>K-5: There is a considerable need for mental health providers, physical therapy, occupational therapy, nurse services and dental services for each child's well-being. These services are provided by the school counselor, school nurse, and mental health counselor. Collaboration between the schools, outside agencies and DFACS ensures that services are provided to all students.</p> <p>6-8: The process data showed that 65% of the student body participates in one or more extra curricular activity. Parent participation is still very limited. The school will continue to seek opportunities to involve more parents in these events.</p> <p>9-12: Need for students to have more work-ready skills, which is being addressed by CTAE classes. Need to integrate social and emotional learning with fidelity which is being met through the counseling department. Diverse sports and extracurricular activities to include a more demographic student body has been a concern by students and have been addressed by adding soccer, volleyball, Esports and bass fishing. Training and implementation that remains a need included academic competitions like Olympiad, Envirothon, and Debate which will be further addressed with the hiring of new staff. Building in increasing parent and family engagement partnerships will continue to be an area of priority. The demand for AP courses, particularly to branch into the STEAM area will also be a priority as goals to increase number of students taking AP courses remains a goal for this upcoming school year.</p>
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What achievement data did you use?	<ul style="list-style-type: none"> <li>● Georgia Kindergarten Inventory of Developing Skills (GKIDS)</li> <li>● Georgia Milestones Assessment System (GMAS)</li> <li>● Georgia Alternate Assessment 2.0 (GAA 2.0)</li> <li>● ACCESS 2.0 and Alternate ACCESS for English Language Learners</li> <li>● STAR 360 and Illuminate Data</li> </ul>
What does your achievement data tell you?	<p><b>Georgia Kindergarten Inventory of Developing Skills (GKIDS)</b></p> <ul style="list-style-type: none"> <li>● Current GKIDS summary data shows that Appling County students are scoring higher than the students across the state on all areas of the GKIDS Academic Progression in English Language Arts and Mathematics. The areas with the highest scores were phonemic awareness and phonics in ELA and addition and subtraction in mathematics.</li> </ul> <p><u>Current English Language Arts Data</u></p> <ul style="list-style-type: none"> <li>● At the elementary school level, Appling County student scores are similar to students across the state in reading and writing and were slightly lower in language. , these scores indicate that approximately 38% of students require remediation in reading. Additionally, a majority of students require more direct instruction in writing and language.</li> <li>● At the middle school level, Appling County student scores are similar to students across the state in reading and language and slightly lower in writing. Although these scores are similar to other students, these scores indicate that approximately 39% of students require remediation in reading.</li> <li>● At the high school level, , these scores indicate a majority of students require remediation in American Literature and Composition.</li> <li>● Subgroup data indicates that Migrant and SPED students show the largest gap in ELA performance, which indicates a need for more specialized instruction to meet the unique needs of these students.</li> <li>● Overall, there is still a need for more concise English language arts instruction to prepare students to become fluent readers and writers.</li> </ul> <p><u>Current Mathematics Data</u></p> <ul style="list-style-type: none"> <li>● At the elementary school level, Appling County student scores were slightly higher than students across the state in mathematics.</li> <li>● At the middle school level, Appling County student scores were slightly higher than students across the state in mathematics.</li> <li>● At the high school level,</li> <li>● Subgroup data indicates that SPED students show the largest gap in Mathematics performance, which indicates a need for more specialized instruction to meet the unique needs of these students.</li> <li>● At the high school level, Appling County Student scores were slightly lower in Algebra. There were still many developing learners</li> <li>● Overall, the main concern is the percentage of developing learners was the gap that exists between subgroups of students. As a system, we must make</li> </ul>

	every effort to meet the needs of all students.
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What demographic data did you use?	Georgia 2030 Community Data Student Demographic Data Sub Group Data College and Career Performance Index (CCRPI) Subgroup Data
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What does the demographic data tell you?	<p>Appling County School System--student population is 3,484.</p> <p>Ethnicity percentages for the district were as follows: Hispanic 14.98%, Black 23.96%, White 55.57%, Multi-racial 4.99%.</p> <p>Student Participation/Eligibility:</p> <p>Early Intervention Program:</p> <p>Remedial Education Program: 274</p> <p>Migrant Education Program: 207 students.</p> <p>Students with Disabilities: 549 students</p> <p>English Language Learners: 284 students</p> <p>Homeless: 59 students</p> <p>Retained Students: 108 students</p> <p>Gifted Students: 211 students</p> <p>Assessed with the Georgia Alternate Assessment: 45</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>ACSS ensures materials and resources support the curriculum. The curriculum is monitored to guarantee alignment with the Georgia Standards of Excellence. Teachers work collaboratively to prepare lessons designed to improve student academic achievement. Teachers are trained to utilize programs designed to provide evidence based interventions to students that struggle with grade level content. Leaders and teachers follow protocols to analyze academic data (STAR 360, System 44, iLearn and GMAS) to determine student's needs. Leaders of the system are trained in the methods employed and expected by the district of teachers, such as, student engagement and cognitive thinking skill strategies. This enables administrators to understand the instruction observed in the classrooms. Student needs are identified through ongoing formative assessment that occurs daily during classroom instruction, as well as, by disaggregation of summative data that occurs at the end of a unit of study .</p> <p>Areas for improvement: Incorporate more high leverage practices to increase student engagement resulting in higher student academic performance.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>ACSS promotes and leads the school's leadership in fostering relationships that ensures the advocacy of positive relationships with students, teachers and school leadership. In this effort, school leadership, with the support of district level, strives to sustain the success of students and teachers.</p> <p>Leadership implements effective rules, procedures, schedules, etc. to maximize student learning. The staff shares a common vision and mission which support student learning. Multiple data sources and ongoing support systems are used to monitor and provide additional means for improvement to all staff members. The school improvement plan is consistently monitored and adjusted to positively impact student performance.</p> <p>Areas for improvement: Implementing an in-depth protocol and following through to ensure effective data analysis and effective utilization of data analysis results.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>ACSS uses a variety of data to align and define professional learning and its implementation. The district's focus has been on providing job-embedded professional learning. The diversity of students has provided a unique opportunity to differentiate professional learning for staff. TKES/LKES embedded professional learning goals and plans are used to identify needs and potential growth opportunities to support individual educators.</p>
<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Appling County School System will continue to follow the guidelines set forth in section 1116 of ESSA. Parent and family engagement processes and structures are in place in each school including N&amp;D Facility. School Parent and Family Engagement Coordinators are expected to keep accurate documentation of all parent engagement meetings and house documentation at the school with a copy of documentation housed in the Family and Parent Engagement Google Drive. The COVID-19 Pandemic provided opportunities for School Coordinators to think outside the box to meet the needs of the families of Appling County resulting in meeting formats including virtual and face-to-face. Although implementation styles vary from school to school, the required monitoring process is consistent with the ESSA guidelines.</p> <p>In order to identify the needs of leaders, teachers, students, parents, and the community, the use of the surveys will continue to be used to gather feedback and recommendations in strengthening family and community engagement. Through coordinated system-wide efforts, district departments collaborate to utilize personnel, funding, and district and community resources to support the needs of school personnel, students, and families.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The ACSS works continuously to ensure a supportive learning environment for students, teachers, and leaders. It is evident by the data sources provided that efforts by the system to coordinate and establish expectations for students and teachers. Leaders are provided ample opportunity to understand and coach the expectations for students and teachers in such a way that feedback is given in a timely manner and opportunities for professional growth are afforded to the teachers and leaders. The disaggregation of data, assistance from Instructional Support Specialists, and district level personnel invoke a climate of support and allow for the identification of needs for students, staff, teachers, and leaders.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Appling County School System--student population is 3,484. Ethnicity percentages for the district were as follows: Hispanic 14.98%, Black 23.96%, White 55.57%, Multi-racial 4.99%. The FY19 CCRPI data, reported Appling County School System with a 3 year average per pupil expenditure of \$9,437.61 as compared to the state 3 year average per pupil expenditure of \$9,449.88.</p> <p>Student enrollment in Appling County will continue to grow based on past and current data. Also, based on this data, subgroups and at-risk populations will also continue to grow.</p> <p>Collaboration between all Federal Programs will continue to be important to address the unique and academic needs of students and professional development needs of teachers and school leadership.</p> <p>Surveys will continue to be used in order to identify the needs of teachers, school leadership, community, parents, students.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Current English Language Arts Data</p> <ul style="list-style-type: none"> <li>• At the elementary school level, Appling County student scores are similar to students across the state in reading and writing and were slightly lower in language. , these scores indicate that approximately 38% of students require remediation in reading. Additionally, a majority of students require more direct instruction in writing and language.</li> <li>• At the middle school level, Appling County student scores are similar to students across the state in reading and language and slightly lower in writing. Although these scores are similar to other students, these scores indicate that approximately 39% of students require remediation in reading.</li> <li>• At the high school level, , these scores indicate a majority of students require remediation in American Literature and Composition.</li> <li>• Subgroup data indicates that Migrant and SPED students show the largest gap in ELA performance, which indicates a need for more specialized instruction to meet the unique needs of these students.</li> <li>• Overall, there is still a need for more concise English language arts instruction to prepare students to become fluent readers and writers.</li> </ul> <p><b>Current Mathematics Data</b></p> <ul style="list-style-type: none"> <li>• At the elementary school level, Appling County student scores were slightly higher than students across the state in mathematics.</li> <li>• At the middle school level, Appling County student scores were slightly higher than students across the state in mathematics.</li> </ul>



## Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> <li>● At the high school level,</li> <li>● Subgroup data indicates that SPED students show the largest gap in Mathematics performance, which indicates a need for more specialized instruction to meet the unique needs of these students.</li> <li>● At the high school level, Appling County Student scores were slightly lower in Algebra. There were still many developing learners</li> <li>● Overall, the main concern is the percentage of developing learners was the gap that exists between subgroups of students. As a system, we must make every effort to meet the needs of all students.</li> </ul>
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## IDEA - Special Education

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

Strengths	<p>Based on the FY 20 Annual Performance Summary Report the Special Education Department of the Appling County School System has strengths in the areas listed below. In addition, the SPED Dept of the ACSS utilizes the GOIEP program provided by the State Dept of Education which ensures timely completion of IEPs as well as Eligibility reports for students.</p> <ul style="list-style-type: none"> <li>● Drop Out Rate for SWDs is below the state target maximum.</li> <li>● ACSS was not disproportionate in the area of discipline.</li> <li>● Percentage of SWDs in the regular class 80% of the day was at 72.69% and above the state target.</li> <li>● Percentage of SWDs in the regular class 40% of the day was at 12.33% and above the state target.</li> <li>● Percentage of SWDs served in separate schools, residential facilities, or home-bound/hospital placements was at 0.88%.</li> <li>● Percentage of SWDs ages 3-5 served in the regular environment was at 29.41%.</li> <li>● Percentage of parents of SWDs that reported ACSS facilitates parent involvement as a means of improving services to SWDs was at 84.40% which is above the state target of 72%.</li> <li>● Racial/Ethnic representation in special education or specific disability categories is not disproportionate.</li> <li>● Evaluation timelines are met with students ages 3-21 as well as children referred by BCW.</li> <li>● Post-secondary Results of SWDs enrolled in higher education or competitively employed within one year of leaving high school was at 63.16%</li> </ul>
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## IDEA - Special Education

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

	<p>and above the state target.</p> <ul style="list-style-type: none"> <li>● Timely and Accurate Data Submission.</li> </ul> <p>Stakeholder survey results indicate strengths in the following areas;</p> <ul style="list-style-type: none"> <li>● Dedicated teachers and staff</li> <li>● Students are instructed using small group in lieu of large group instruction.</li> <li>● Staff are warm and reassuring to parents.</li> <li>● ACSS provides an honest and accurate evaluation of students.</li> <li>● Staff provides instruction in a manner that does not embarrass students.</li> <li>● ACSS SPED staff keep parents informed and develop rapport with students.</li> <li>● Staff are easily accessible.</li> <li>● ACSS SPED staff provides FAPE in the least restrictive environment.</li> <li>● ACSS SPED staff are compliant with timelines and put extra effort into making parent contact.</li> <li>● SWDs are taught using the same grade level standards as their non-disabled peers in the general setting.</li> <li>● Funding is allocated to provided to meet the needs of SWDs.</li> <li>● ACSS SPED staff provide an education that meets individual unique needs of the students.</li> <li>● ACSS SPED staff regularly collaborate to plan effective instruction for SWDs.</li> <li>● ACSS SPED Director is supportive to staff.</li> </ul>
<p><b>Challenges</b></p>	<p>Based on the FY 20 Annual Performance Summary Report the Special Education Department of the Appling County School System has weaknesses in the areas of:</p> <ul style="list-style-type: none"> <li>● Maintaining the graduation rate of SWDs.</li> <li>● Percent of SWDs ages 3-5 that demonstrated improved positive social-emotional skills.</li> <li>● Percent of SWDs ages 3-5 that demonstrated improved acquisition of knowledge and skills to meet their needs.</li> <li>● Percent of SWDs that were enrolled in higher education within one year of leaving high school.</li> <li>● Percent of SWDs enrolled in higher education, some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</li> </ul> <p>Stakeholder survey results indicate weaknesses in the following areas;</p>

## IDEA - Special Education

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

	<ul style="list-style-type: none"> <li>• Additional after work hour activities for parents</li> <li>• COVID has caused a feeling of being less engaged in child's education.</li> <li>• Meeting program expectations in lieu of what is in the best interest of a child</li> <li>• Lack of transition resources for students</li> <li>• Lack of instruction in skills that will assist students with life after graduation and instead teaching classes like geometry and calculus and not addressing the need for a solid foundation in more basic math skills.</li> <li>• Teachers attempting to meet the needs of SWDs in the inclusion setting when some would benefit from instruction in a small group/resource setting.</li> <li>• Lack of collaborative planning time with other SPED teachers.</li> <li>• Grading expectations</li> <li>• Adaptive Technology resources</li> </ul>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

<b>Strengths</b>	<p>Evidence-Based Interventions Universal Screening Tool Supplemental Technical Resources Technical Assistance via Support Staff</p> <p>Resources for Supplemental Instruction Active Input from Stakeholders Specific Resources are Purchased to benefit instruction for disadvantaged students</p>
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<b>Challenges</b>	<p>Unique academic and personal needs of students Scheduling classes for supplemental academic support/pull-out interventions Training personnel to provide interventions Cultural Awareness Program Requirements Math Interventions Reading Interventions</p>
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## Title I, Part A - Foster Care

Strengths	<p>Collaborative partnership with local community entities to address basic needs of students.</p> <p>Foster Care Transportation Agreement</p> <p>Identification process for timely documentation of students</p> <p>Positive communication between BOE and DFACS to enable timely transfer of information</p>
Challenges	<p>Continued increase of identified students</p> <p>Lack of appropriate environments for placement within the district</p> <p>Mental health challenges with a lack of resources to address these issues</p>

## Title I, Part A - Parent and Family Engagement

Strengths	<p>Based on the annual Title I Parent and Family Engagement Survey (FY22), parents feel the following items are strengths for our school system:</p> <ul style="list-style-type: none"> <li>• communication is provided, translated, or interpreted in a language I can understand</li> <li>• meetings are offered at convenient times and formats</li> <li>• understand assessments used to evaluate their child/children's performance and progress</li> <li>• have been provided an explanation of what their child is learning</li> <li>• know how to contact their child's teacher</li> <li>• know how to access their child's grades</li> <li>• have been provided information on study and homework tips</li> <li>• have been provided information on using technology to help their child</li> <li>• have been provided information on the Title I, Part A Program</li> <li>• have been asked for feedback on the school parent and family engagement plan</li> <li>• have access to the school parent and family engagement plan</li> <li>• know the school updates the parent and family engagement plan on an annual basis to meet the changing needs of parent</li> <li>• the school explains what a School-Parent Compact is and how parents, the entire school staff, and students share the responsibility for improved student academic achievement</li> <li>• have an opportunity to provide feedback about and participate in decision making about their child's education</li> <li>• have been provided information related to state academic standards</li> </ul>
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## Title I, Part A - Parent and Family Engagement

Challenges	<p>, parents feel the following items are challenges for our school system:</p> <ul style="list-style-type: none"> <li>• Lack of understanding related to Georgia Career Cluster/Pathway courses</li> <li>• Lack of understanding on how information is submitted from the schools to the district office related to the Title I Schoolwide Plan.</li> </ul>
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**Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)**

Strengths	<p>ACSS utilizes MSSP and Contracted Personnel to provide one-on-one tutoring, small group tutoring, in class tutoring, after school, and summer school opportunities. Support services are provided to students to remove barriers that will impact school attendance.</p> <p>Coordination with other schools/states is in place to gather missing grades/scores.</p> <p>Implementation Plans are specific to the academic gaps of migrant students.</p> <p>The Migrant Education Program is an asset to the system.</p> <p>Additional non-academic support (medical, vision, dental, food, clothing)</p> <p>MSSP is bilingual, experience and have empathy to work and provide services to children and families.</p> <p><u>Parent's survey rank on responses on strengths of the Migrant Program:</u></p> <p>Parents are aware of what Title I, Part C has to offer</p> <p>Summer school opportunities</p> <p>IPs are directly related to the student's academic gaps</p> <p>Tutoring and support for students</p>
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Challenges	<p><u>Parent's survey responses included the following barriers:</u></p> <p>Mobility</p> <p>Language Barriers</p> <p>More staff is needed to address all the needs of students in the district</p> <p>Extend summer school options</p> <p>Technology resources</p> <p>Transportation for after school tutoring</p> <p>Interpreters for parent meetings</p>
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

	Stakeholders survey responses:
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Attendance Collaboration with facility Resources Extended day and extended year educational opportunities Academic remediation Student centered approach Experienced Personnel who can teach and address unique needs and diverse group of learners
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Challenges	Lack of school activities Lack of Technology Lag in updates to existing equipment Lack of technology-needing servicing Relationship between (some) schools and GBCH
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Title II, Part A - Supporting Effective Instruction

Strengths	ACBOE has declared the intent to transfer FY22 Title II, Part A funds to Title I, Part A.
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Challenges	ACBOE has declared the intent to transfer FY22 Title II, Part A funds to Title I, Part A.
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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 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.

<b>Strengths</b>	<p>All ESOL teachers in the district hold the appropriate in-field certification for teaching ESOL students. The experienced ESOL teachers have the knowledge of second language acquisition, as well as early childhood development and the Georgia Standards of Excellence (GSE).</p> <p>Teachers work to integrate the Georgia Performance Standards with the ELD standards using a variety of evidenced-based instructional resources. This helps to enable English Learners to both communicate in English and demonstrate academic, social, and cultural proficiency.</p> <p>ESOL teachers work closely with regular education teachers to ensure that student needs are met.</p> <p>Good rapport with parents of ESOL students</p> <p>After school and summer school opportunities for ELs and immigrant students.</p> <p>EL and Immigrant students are provided multiple instructional opportunities in language development. They receive instruction from ESOL teachers as well as homeroom teachers.</p>
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<b>Challenges</b>	<b>Subject</b>	<b>ELL</b>	<b>Non ELL</b>
	Mathematics	25%	41.7%
	Science	18.2%	37.2%
	Social Studies	9.1%	25.4%
	ELA	11.7%	38.1%
	<b>End-of-Course Georgia Milestone Data FY19</b>		
	<b>Proficient Learner or Higher (levels 3 &amp; 4)</b>		
	<b>Subject</b>	<b>ELL</b>	<b>Non ELL</b>
	Algebra 1	33%	38%
	American Literature and Composition	0%	50%
	Biology	too few	58%
	Economic Business Free Enterprise (no longer tested - FY21)	too few	52%
	Geometry (no longer tested - FY21)	0%	39%
	Ninth Grade Literature and Composition (no longer tested - FY21)	0%	47%
	Physical Science (no longer tested - FY21)	0%	32%

## 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 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.

	United States History	100%	44%
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Identification of students Strong community and school support Collaboration of district office and schools Resources
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Challenges	Mobility of families Growing numbers Visiting/communicating with parents to follow up on Residency Questionnaire.
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## Title I, Part A - Equitable Access to Effective Educators

Strengths	Schools collect and disaggregate data on a continuous basis for all areas and use this data to determine strengths and weaknesses. Based on this information, students are strategically placed in settings to have full access to the curriculum based on their individual needs. Mentoring program for new teachers Professional learning to meet the needs of teachers/administrators/staff Strong collaboration with educational and alternate educational programs Scheduling at the K-5 schools is based on gender, race and ability
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## Title IV, Part A - Student Support and Academic Enrichment

Strengths	ACBOE has declared the intent to transfer FY22 Title IV, Part A funds to Title I, Part A.
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Challenges	ACBOE has declared the intent to transfer FY22 Title IV, Part A funds to Title I, Part A.
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## Title I,Part A - Equitable Access to Effective Educators

Challenges	Lack of PQ teachers Shallow pool of educators
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## Title V, Part B - Rural Education

Strengths	This program has allowed the district to strengthen academic content through various software programs that supplement the curriculum. Additionally, technology equipment has been purchased to support the need for students to have greater access to technology. Educators have also been able to attend training to reinforce the implementation of technology into instruction and improve student engagement.
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Challenges	This grant is dropped in later than the other Federal Program grants which makes it difficult to coordinate funds with other programs for maximum benefits to all students.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Ensure students are reading at grade level to close the achievement gap, especially in subgroups (Economically Disadvantaged)
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	
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##### Overarching Need # 2

Overarching Need	Ensure students are meeting grade level and course standards in mathematics to close the achievement gap, especially in subgroups (Economically Disadvantaged)
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - Ensure students are reading at grade level to close the achievement gap, especially in subgroups (Economically Disadvantaged)**

Root Cause # 1

Root Causes to be Addressed	Not enough focus on teacher clarity and teaching critical thinking skills (closely linked to instructional rigor and comprehension)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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**Overarching Need - Ensure students are meeting grade level and course standards in mathematics to close the achievement gap, especially in subgroups (Economically Disadvantaged)**

Root Cause # 1

## Root Cause # 1

Root Causes to be Addressed	Need instructional consistency (vertical and horizontal alignment) with an established framework representative of DOK levels aligned to GMAS
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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# District Improvement Plan 2021 - 2022



## Appling County

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Appling County
Team Lead	Dr. Norma Nunez-Cortes

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## DISTRICT IMPROVEMENT PLAN

## 2 ED - Flex Waiver

Do you need a waiver? Yes

## Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):

✓	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
	Title IV, Part A

B. Define the specific statutory or regulatory requirement to be waived.

Waiver of Title I, Part A Limitation on Carryover - ESSA Section 1127(a) - Unspent Title I, Part A FY22 funds to be carried over to FY23.

C. If waived, what will be done that is different from what is currently required under the statute or regulation cited?Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met.

The district is requesting this waiver due to the delays in delivering equipment/technology that is being needed and requested by the schools.

D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver?(Please include both districtwide and/or local school level results or measurable goals)

**DISTRICT GOALS**

1. By June 2022, students will show measurable progress in ELA as evidenced by a 3% growth in all learner categories (beginning, developing, proficient, distinguished) as measured by the Georgia Milestone Assessment.
2. By June 2022, students will show measurable progress in Mathematics as evidenced by a 3% growth in all learner categories (beginning, developing, proficient, distinguished) as measured by the Georgia Milestone Assessment.

**GOALS 1 AND 2 ROOT CAUSES INCLUDE:**

Not enough focus on teacher clarity and teaching critical thinking skills (closely linked to

Flex Waiver # 1 - LocalProgrammaticWaiver

	instructional rigor and comprehension) Need to increase the instructional consistency (vertical and horizontal alignment) withan established framework representative of DOK levels aligned to GMAS
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E. How was public notice made regarding this waiver? (Please select all that apply)	
<input type="checkbox"/>	LEA Website
<input type="checkbox"/>	LEA/School Newsletter
<input type="checkbox"/>	Newspaper
<input checked="" type="checkbox"/>	Other (Please specify)Comprehensive Needs Assessment Meeting.

Please provide any comments received as a result of the public notice here:	Stakeholders approved the district's request for this waiver via survey response.
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure students are reading at grade level to close the achievement gap, especially in subgroups (Economically Disadvantaged)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Not enough focus on teacher clarity and teaching critical thinking skills (closely linked to instructional rigor and comprehension)
Goal	By June 2022, students will show measurable progress in ELA as evidenced by a 3% growth in all learner categories (beginning, developing, proficient, distinguished) as measured by the Georgia Milestone Assessment.

## Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)
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Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions



## Action Step # 1

Action Step	Develop the instructional skills and content knowledge of existing staff by providing professional learning, coaching, and ongoing support in strengthening student literacy skills as evidenced by reading comprehension, writing, and higher order questioning and critical thinking skills.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Observations Collaborative Minutes Sign In Sheets, Agendas, Minutes
Method for Monitoring Effectiveness	Implementation Checks Lexile Data GMAS Data
Position/Role Responsible	Principal Assistant Principal Instructional Support Specialist Program Directors
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

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)?	First District RESA Contracted Services
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## Action Step # 2

Action Step	Provide professional development to teachers in implementing evidence-based strategies with fidelity in using tiered interventions to address the "whole child" (academically, behaviorally, socially, and emotionally) while expanding opportunities to highlight skills, talents, and interests of all students to promote self-esteem and growth.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	RTI Documentation IEP Lesson Plans Implementation Checks
Method for Monitoring Effectiveness	Progress Monitoring STAR ACCESS GMAS
Position/Role Responsible	Principal Assistant Principal Program Director
Evidence Based Indicator	Strong

## Action Step # 2

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

Action Step	Utilize instructional support specialist to provide job embedded professional learning in the area of literacy by redelivering, coaching, supporting, and providing descriptive feedback to teachers on classroom practices and data analysis activities of school-based collaborative teams.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Instructional Coach Log
Method for Monitoring Effectiveness	SGP's TKES Surveys

## Action Step # 3

Position/Role Responsible	Principal Assistant Principal Program Director
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

Action Step	Improve family engagement practices to increase positive relationships with student families and increase parent awareness of AP, Honors, Gifted, and school resources available to all students.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

## Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Newsletters Emails, Texts, Shoutpoint Messages Agenda, Minutes, and Sign In Sheets Webpages
Method for Monitoring Effectiveness	Annual Title I Family & Parent Engagement Evaluation/Parent's Survey Number of students enrolled in AP/Honors/Gifted Courses
Position/Role Responsible	District and School Family Parent Engagement Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Appling County Family Connections Baxley-Appling County Chamber of Commerce Appling County Ministerial Alliance
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## Action Step # 5

## Action Step # 5

Action Step	Provide professional development to staff in evaluating and monitoring working environments to provide a safe, secure learning environment for students by addressing social emotional learning, health, and well-being of the students and staff.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agenda, Minutes, Sign In Sheets
Method for Monitoring Effectiveness	Discipline Referral Data Survey Data
Position/Role Responsible	Student Services Coordinators School Counselors Mental Health Counselors
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

## Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Contracted Services First District RESA
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure students are meeting grade level and course standards in mathematics to close the achievement gap, especially in subgroups (Economically Disadvantaged)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Need instructional consistency (vertical and horizontal alignment) with an established framework representative of DOK levels aligned to GMAS
Goal	By June 2022, students will show measurable progress in Mathematics as evidenced by a 3% growth in all learner categories (beginning, developing, proficient, distinguished) as measured by the Georgia Milestone 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
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions



## Action Step # 1

Action Step	Implement a system-wide instructional framework by content area and grade band to ensure rigorous instruction designed to promote math proficiency, student engagement, and self-monitoring. Continue building instructional units within the frameworks to better support classroom instruction.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Collaborative Agenda, Minutes, Sign In Sheets, Lesson Plans, Observations
Method for Monitoring Effectiveness	STAR Data GMAS
Position/Role Responsible	Principals Assistant Principals Instructional Support Specialist Program Directors
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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## 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)?	First District RESA Contracted Services
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## Action Step # 2

Action Step	Provide professional learning, coaching, and ongoing support to strengthen instructional practices that results in improved math proficiency.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Agendas, Minutes, and Sign In Sheets Student Work
Method for Monitoring Effectiveness	STAR Data GMAS Data
Position/Role Responsible	Principals Assistant Principals Instructional Support Specialist Program Directors
Evidence Based Indicator	Strong

## Action Step # 2

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

Action Step	Provide professional Learning in implementing evidence-based strategies with fidelity in using tiered interventions to address the "whole child" (academically/ behaviorally, socially, and emotionally) while expanding opportunities to highlight skills, talents, and interests of all students.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	RTI Documentation IEP Lesson Plans Implementation Checks

## Action Step # 3

Method for Monitoring Effectiveness	Progress Monitoring STAR ACCESS GMAS
Position/Role Responsible	Principals Assistant Principals Instructional Support Specialists Program Director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	First District RESA Contracted Services
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## Action Step # 4

Action Step	Utilize instructional coaches to provide job embedded professional learning in the area of math by redelivering, coaching, supporting, and providing descriptive feedback to teachers on classroom practices and data analysis activities of school-based collaborative communities.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A

## Action Step # 4

Funding Sources	Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Instructional Support Specialist Logs
Method for Monitoring Effectiveness	SGPs TKES Surveys
Position/Role Responsible	Principal Assistant Principal Instructional Support Specialist Program Director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	First District RESA Contracted Services
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## Action Step # 5

Action Step	Improve family engagement practices to increase positive relationships with student families and increase parent awareness of AP, Honors, Gifted, and school resources available to all students.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Emails/Texts/Shoutpoint Calls Newsletters Agendas, Minutes, Sign In Sheets Webpages
Method for Monitoring Effectiveness	Annual Title I Family and Parent Engagement Evaluation/Parent's Survey Number of students enrolled in AP/Honors/Gifted Courses
Position/Role Responsible	District and School Family and Parent Engagement Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

## Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Appling County Family Connections Baxley-Appling County Chamber of Commerce Appling County Ministerial Alliance
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## Action Step # 6

Action Step	Expand opportunities for high achieving and gifted students by utilizing a STEM environment to develop innovation, higher ordering thinking, and problem-solving skills (Effective Use of Technology).
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson/Unit Plans
Method for Monitoring Effectiveness	GMAS Math Scores STAR Math
Position/Role Responsible	Principal Assistant Principal Instructional Support Specialist Program Director
Evidence Based Indicator	Strong

## Action Step # 6

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	FDRESA Baxley-Appling Chamber of Commerce Georgia Power Appling County Sheriff's Department
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## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Serving Children, PQ

#### Required Questions

#### Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The Appling County School System used the recommended and required stakeholders list to create a list of representatives from each school, district office, community, civic organizations, and post secondary institutions. All stakeholders were given the opportunity to provide recommendations. Stakeholders overlap in some of the committees due to their job/title/experience.</p> <p>Surveys were developed and included all the questions included in the CLIP. Questions on strengths and weaknesses to specific subgroups and programs were also included in the surveys. Representatives from all the schools were given one set of surveys to be sent to their own network of stakeholders. This process ensured the opportunity for a wide range of opinions of parents, educators, administrators, civic organizations, businesses, community partners, and other organizations with experience in the specific survey , to be collected by the district.</p> <p>The district advertised and hosted two virtual CNA meetings inviting stakeholders to be active participants in the CNA process. This allowed for multiple opportunities for all stakeholders to participate in the responses for the schools in the district. This meeting was facilitated by district program directors who jointly organized and conducted the meeting. Follow up meetings were held to review and revise information as needed to generate a final needs assessment review and plan.</p> <p>The focus of these meetings, collaborations, reviews, and revisions with stakeholder representatives is for the purpose of improving teacher, school, and overall district effectiveness. This is achieved by a comprehensive and ongoing review of information to determine areas of strength as well as areas of needed improvement and identify/formulate plans for improving these areas of needed. Targeted strategies for improvement were identified and put into place with the goal of improving overall teacher and leader effectiveness and related student achievement. The district and school plans for improvement identify goals for improvement, strategies/action steps to be implemented to achieve stated goals, activities that will be incorporated, and related resource needs and funding sources. Efforts throughout this process are focused on overall improvement while coordinating local and community resources and federal funds. The coordination of federal funds including ED Flex waiver were options included in the CLIP survey. The results indicated that stakeholders were in agreement that in FY22 Title II, Part A and Title IV, Part funds be transferred to Title I, Part A to meet the goals of the FY22 CLIP. Funds from federal programs are coordinated to address the goals, actions steps, and related needs identified by this review and corresponding plan. Stakeholder group meetings are also conducted throughout the year by the district and at the school level to review important information, progress</p>
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Coordination of Activities

	towards goals, and revise and revise plans as needed. This collaboration will continue throughout the school year and focus on coordinating stakeholders and resources to implement the identified action steps.
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>The Appling County School System will continue to ensure that low-income and minority children enrolled in the district are not served at disproportionate rates by ineffective teachers, out-of field teachers and inexperienced teacher.</p> <p><u>The following practices and processes have been put in place in the district:</u></p> <ul style="list-style-type: none"> <li>● Clearly defined policies, processes, procedures and district professional qualifications to ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff.</li> <li>● System and school leaders use a formal, systematic process guided by the Hiring Procedures Manual and district policy to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support educational programs.</li> <li>● Clearly defined criteria and processes of supervision and evaluation in improving professional practice in all areas of the system and ensuring student success.</li> <li>● Results of supervision and evaluation processes are analyzed carefully and used to monitor and effectively and adjust professional practice throughout the system.</li> <li>● Data is analyzed to determine areas of strength and needed improvement. Principals use this information along with staff member evaluation and performance information to inform decisions regarding staff placement in specific grade levels, content areas, program areas, and/or subgroup areas.</li> </ul>
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Professional Growth Systems

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.	All staff members participate in ongoing professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system and the individual. The program builds measurable capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. District level Professional Learning includes meta-cognitive strategies, comprehensive reading program strategies, supplemental reading and math programs, and content area curriculum review. Individual School training is in addition to system initiatives. Professional learning must be job-embedded, done on a continuous basis, and done while working with colleagues in a professional learning community. Professional learning goals and plans are required as a way of organizing the learning for every certified educator. Educators also set Professional Learning Goals or develop a written Professional Learning Plan to document evidence of progress throughout the year. Self evaluations are required of all certified personnel.
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PQ – Intent to Waive Certification

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

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

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Appling County School District waives certification as outlined in the District Strategic Waiver for FY22 except for SPED Service.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p><b>Regular Education/SPED Teachers:</b></p> <ol style="list-style-type: none"> <li>1. Clearance Certificate</li> <li>2. Bachelors Degree</li> </ol> <p><b>CTAE</b></p> <ol style="list-style-type: none"> <li>1. Clearance Certificate</li> <li>2. Must be eligible for a GAPSC non-renewal or waived certificate in the filed of employment.</li> </ol>
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State and Federally Identified Schools

## State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Appling County School System does not have any state and/or federally-identified schools needing support at this time. In the event that a school in the district is federally identified as CSI/TSI, a support team at the district office will be work with that individual school. Prioritization of funds will a priority to assist the identified school in meeting any requirements and guidelines to exit the identified status. For FY22, 100% of Title II, Part A and Title IV, Part A will be transferred to Title I, Part A.
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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.	The Appling County School System continuously supports CTAE and academic collaboration through multiple activities including: offering Work-Based Learning opportunities for all students, incorporation of career lesson plans in grades 1-5, forming school/business partnerships, supporting CTAE/Academic STEM collaboration projects, engaging students by offering multiple career pathways linked to local industry employment and CTSO opportunities to students, offering industry credentialing through the EOPA process, using CTAE advisory committees to improve our programs, offering dual enrollment credit for CTAE programs through our local technical college, and engaging in workforce development initiatives in the local community.
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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.	Appling County School System systematically collects and analyzes data throughout the district. This data analysis includes information on the discipline information and processes in the district. This is conducted at the school level. Information reviewed includes overall student counts, demographic information, discipline practices, school and district rates, and subgroup information. This information is analyzed to ensure that student removal from the classroom is at a minimum with particular notice given to students with disabilities and students identified as eligible for 504 services to ensure federal . Moreover, additional support is provided if areas of concern are identified for any schools or the district.
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## 4. REQUIRED QUESTIONS

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

#### 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.	<p>Appling County School System ensures an effective transition process for students from middle school to high school and from high school to post-secondary education. Counselors and/or staff members of ACHS work with the middle school to conduct student sessions for middle school students to provide high school information. This information is provided to assist students in making educational and class decisions in preparation for and in transition to the high school. CTAE opportunities are also provided to middle school students to assist in preparing them for high school.</p> <p>Appling County High School works to ensure student success at all levels. After school programs provide assistance with students who need additional help with curriculum and content. ACHS works to incorporate local business and second institution partnerships to improve educational experiences and preparation. Business partnerships provide opportunities for input into the regular and CTAE curriculum. These partnerships also facilitate opportunities for students to work in the community in fields of interest. Dual Enrollment provides opportunities for students to enroll in college and technical school courses early while obtaining course credit at the secondary level. The school also offers a number of Advanced Placement courses which allow opportunities for students to enroll and obtain experience in secondary course curriculum while earning college course credit.</p>
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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.	<p>Appling County School System works to support, coordinate, and integrate services with early childhood programs. Partnerships with outside programs such as Babies Can't Wait and the Appling County Department of Family and Children's Services ensure that children are identified for early intervention services as early as possible. Preschool special education services are provided to students beginning at three years of age. The Migrant Education Program also provides identification and services to preschool Migrant three and four year old children. These programs provide children with access to needed education intervention, instruction, and services early to ensure that individual student needs are met. These students are then provided with transition services into school beginning as early as age four. Coordination and integration of services for four year old children in regular education pre-kindergarten programs, State Bright From the Start, Head Start, Kiddie Kastle, and other private schools is supported and coordinated by school administrators with the assistance of program directors. Program directors</p>
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Preschool Transition Plans

	participate in collaborative meetings and site visits with all the prekindergarten sites to coordinate informational activities during transition days and open enrollment. Open house, parent and family engagement nights, and school specific events provide information for parents to familiarize with the school system's transition programs.
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in constation 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 mti-criteria selection to be used to identify the students to be served.	Appling County School System does not have any Title I targeted assistance schools.
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Title I, Part A – Instructional 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.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice with professional learning topics, based on identified needs, are job-embedded. Teachers incorporate a variety of formative and summative assessment measures which provide feedback to all students in a timely manner about their learning progress. High school counselors monitor students to ensure they are on track for graduation. Subgroups within the district are also monitored at the school and district level to address any needs identified. All personnel of the ACSS participate in programs that demonstrate and set high expectations for teaching and learning. Through mentoring, coaching, and induction programs for new hires, our system is able to ensure that the values of the district are consistent throughout each school. Instructional Support
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Title I, Part A – Instructional Programs

	<p>Specialists also train and assist teachers in implementing evidence-based practices that support student learning. The ACSS consistently works to improve the instruction delivered to students. This is achieved through a variety of methods. Teachers work collaboratively to prepare lessons that will ensure students meet their highest potential. Programs and training are in place for teachers to provide a tiered model of evidence based interventions to students that struggle with grade level content. Leaders of the system are trained in the methods employed and expected by the district of teachers such as student engagement and cognitive thinking skill strategies. This enables the administrators to understand the instruction observed in the classrooms. Student needs are identified by data disaggregation as well as observation of teachers and leaders of individual student performance. The results of the data disaggregation drives the evidence-based instruction and supplemental strategies implemented in all schools. After-school sessions and summer school sessions are held for all schools for students who are at-risk of failing, EL, migrant, and students with disabilities. All students are given pre and post benchmarks or Universal Screeners, as well as, common assessments to monitor progress. All students including SWD, Migrant, EL, Immigrant, homeless and N&amp;D are in regular and specific program curriculum where deemed appropriate. In the middle school academic classes addressing language arts/reading, math, science and social studies are provided to all students. In addition, connection classes are provided to remediate students who need the extra academic assistance or to assist students in broadening their skills through technology, STEM lab, family and consumer science, health, band, chorus, agriculture science and physical education. The main focus areas based on the the results of the needs assessments will be ELA and Math at all school. Evidence based instructional interventions will continue to be provided including Foundations, Just Words, Wilson Reading System, System 44 and Read 180. In order to involve parents in the decision making process in order to increase student achievement, ACSS will continue to build parent and staff capacity. Results indicated that parents are interested in learning how to take an active role in the decision making process and be more engaged in the parent and family engagement process. ACSS will implement workshops that will empower parents in the parent and family engagement process.</p> <p>Georgia Baptist Children's Home and Family ministries (GBCH) averages 25 students per year, which receive instruction at the facility. These students are part of the Maximum Oversight Program and cannot leave campus. In this facility there are different rooms available and equipped by Title I to provide instruction via the Edgenuity/OdysseyWare Program. In addition, supplemental instructional materials are used as necessary to meet the needs of these students. A special education teacher provides on-site support for students with disabilities. Extended year educational services are provided throughout the school year in order to facilitate more educational opportunities for students who are placed at GBCH for a short period of time and to ensure a transition to post-secondary options. GBCH students (K-12) who are not in the maximum oversight program attend classes in the Appling County Schools, and upon enrollment, their needs are assessed for appropriate</p>
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Title I, Part A – Instructional Programs

	<p>instructional placement.</p> <p>Supplemental Evidence-Based programs that are included in the specific programs/initiatives encompassed in the curriculum include:</p> <ul style="list-style-type: none"><li>● Benchmark Assessments</li><li>● STAR Reading and Math</li><li>● Foundations</li><li>● Just Words</li><li>● Wilson Reading System</li><li>● System 44 supplemental reading</li><li>● Read 180 supplemental reading</li><li>● Program Language for Learning (DI)</li><li>● Language for Writing/Thinking for at risk students in the area of language</li><li>● iLearn Math</li></ul>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

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

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through: the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; the timely transfer of pertinent school records, including information on health, when children move from one school to another; and how the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>All potential migrant students are identified through the occupational survey, as required by GADOE--MEP, which is included in all Appling County registration packets. This is placed into the registration packets of new students as well as back-to-school packets for returning students. Once the occupational survey reaches the school, the receiving person sends it to the district office. All occupational surveys are forwarded by the school to the district office migrant education department. Based on the information on the occupational survey and MSIX, the MSSP interviews the family and sends the information to Region 2 Migrant Education Agency who makes a final determination of the migrant status. The MSSP also recruits migrant families in the community via various types of referrals. In addition, one day per week and all month of June is dedicated to the identification and recruitment of families and out of school youth.</p> <p>The Federal Programs Director downloads monthly records that are available through the GADOE portal. This information is shared and verified with the District FTE Coordinator to ensure that the new participant(s) are appropriately coded as migrant in the system. In Appling County, the Federal Programs Director has the authorization to update this information in Infinite Campus as needed and requested to ensure that this process is completed in a timely manner. The same information received on the portal is provided to all MSSP's in the system no later than the following Friday. By this time, all new student information has been updated/coded in Infinite Campus and a new participant report and/or current participant report form has been signed by the Federal Programs Director. If student's information from GaDOE is different from the system, corrections are made to the report and mailed back to Region 2 along with documentation to support the changes such as a birth certificate etc. for information to be changed and for the data on both the system and DOE to be uniform. In turn, MSSP's sign their form and turn in a copy to the Federal Programs Director for verification purposes that their local school files have been updated with the new information. Every Friday morning, all migrant paid staff members meet to discuss any updates and complete, receive and return any information that needs to be submitted to Region 2. Templates that are provided on the GaDOE Portal are used to communicate to parents any information related to their child. All reports are dated when they are received by the system and mailed to Region 2 to ensure that communication between the district and Region 2 is completed in a timely manner and that due dates are met.</p> <p>The following are general rules for ID&amp;R:</p> <ul style="list-style-type: none"> <li>● Appling County complies with the federal and state ID&amp;R guidelines and standards.</li> <li>● Every Friday during the regular school year and all month of June, migrant</li> </ul>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	<p>paid staff conducts ID&amp;R activities.</p> <ul style="list-style-type: none"> <li>• Eligibility interviews are held in the dominant language of the interviewee.</li> <li>• Overtime is available to MSSP's in order to accommodate periods of high worker influx and the parent's daily work day/shift.</li> <li>• A local annual ID&amp;R plan has been developed for LEAs.</li> <li>• All staff attends required trainings on ID&amp;R.</li> <li>• For any newly hired staff, it will be required to attend three-day (3) ID&amp;R training within the first 30 days of employment, which is mandatory in the Georgia ID&amp;R certification process.</li> <li>• All Appling County Migrant paid staff has been certified above the minimum - Novice Level.</li> <li>• Appling County strives for a 100% COE/eligibility accuracy rate.</li> <li>• Appling County's Migrant Program is active within the community. This network enables for identification and recruitment of OSY/DO and pre-school children who are never identified by the schools through the occupational survey.</li> <li>• Migrant recruiting log, weekly activity forms, or other related documentation of ID&amp;R activities are available for future ID&amp;R documentation.</li> <li>• A Certificate of Eligibility (COE) is completed accurately according to state and federal guidelines.</li> </ul> <p>When new students are enrolled in schools in the district, a new student registration packet is given to the student. This information includes the occupational survey. Information from the completed occupational survey is reviewed as indicated above. As a part of the registration process, schools obtain parent/guardian signature for permission to request records from the previous school(s). The completed and signed records permission form is forwarded to the preceding school(s) in order to obtain copies of student records. This process is completed immediately upon school enrollment. The Migrant Student Information Exchange (MSIX) is also used in the records transfer process. The Federal Programs Director and MSSPs have access to MSIX and will use the program to gather additional student record information. Information will be gathered regarding student enrollment in schools, times of enrollment, student demographic and general information, course history, assessment history, grade placements, program placements, etc. This information will be used to make important decisions regarding student placement and services provided by the school and district for migratory children and youth. Information included in MSIX provides specifics on students that are reviewed to coordinate services with other educational agencies and program including HEP, CAMP, and Telamon.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>Implementation Plans are developed for areas of identified need in the district for P3-P5, out-of-school youth and dropout based on research data and surveys completed by parents, OSY and dropouts. IPs are submitted to Region 2 for review and approval. These plans include all eligible migrant students enrolled and identified in Appling County and are evaluated at the end of the school year and at the end of summer school. Migrant student services including non-academic support services are provided to all students in P3 through P5, PK through 12th grade, dropouts, and out-of-school youth. In addition, testing data, benchmark information, and reports cards are taken into consideration to modify tutoring schedules to address academic needs as needed and/or requested by a teacher, principal, instructional support specialist, and/or parent. As a result, the implementation and evaluation process is a continual process to provide the most effective tutoring and supplemental support services needed for each individual enrolled and non-enrolled student.</p> <p><b>PRESCHOOL:</b> All P3 through P5 students who are not enrolled in any educational program are given the opportunity to be served with school readiness curriculum via home visits. Summer school is offered to all eligible migrant P3, P4, and P5 that are not enrolled in school. PK teachers are hired to work with these students during summer school. Pre and post test data is collected during summer school and shared with PK Director to plan for future student enrollment.</p> <p><b>OUT-OF-SCHOOL YOUTH AND DROPOUTS:</b> OSY and dropouts are provided with health services and backpacks with supplies that complement health education lessons. Summer school options have been developed to address social/academic services by providing training and classes in English Language Development, Technology, and Welding. Director of ABAC with HEP and CAMP have always been an active stakeholder of the Appling County's Comprehensive LEA Improvement Plan. The collaboration ensures that effective instructional support services are provided in a timely manner.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

#### IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include: Description of your district's procedures          Specific professional learning activities          Plan to monitor implementation with fidelity</p>	<p>In an effort to improve the graduation rate of students with disabilities, the ACSS employs a variety of strategies. The continued use of the iREAD, System 44, READ 180, and SRA Direct Instruction programs provide research based intervention for students with disabilities in the area of Reading. Improved reading skills are an important aspect of students reaching the desired outcome of graduation with a regular education diploma. In the area of Math, the system will use the ILEARN Math Program. This program meets the student at their instructional level and allows them to make gains and master skills that were missed in previous years. The Wilson Reading Program will be implemented for FY 22 for grades 2-5 to assist students with disabilities with improving reading skills.</p> <p>The Instructional Support Specialists (ISS), Special Education Director, and the Inclusion Facilitator attended the Co-Teaching Cohort provided by GLRS. This training was re-delivered by these participants to both regular and special education personnel. A continuation of this initiative during FY 22 will include more training, coaching, and feedback in an effort to build capacity within the system to further the improvement of instruction provided in the co-taught setting for schools that have identified this need.</p> <p>In addition, the ACSS employs a Special Education Parent Mentor. The Parent Mentor provides information, support, and resources to families whose children receive early interventions and special education services in Appling County Schools. The Parent Mentor communicates with parents to remind and encourage them that their participation in their child's school meetings is important. The Mentor works with families to connect them with and assist with applying for outside services the child may need within the community, the region, or throughout the state. Each year the Parent Mentor assists the Special Education Director with coordinating the distribution of the Annual Parent Involvement Survey for Georgia Families Raising a Student with a Disability to families in Appling County. The Parent Mentor also works with the Special Education Director to provide training to parent within the school district.</p> <p>Moreover, the Parent Mentor coordinates with the Special Education Director to select, track, and report on a family engagement framework completed with a selected target group. The Parent Mentor works in collaboration with other special education staff to help identify students with disabilities considered at risk of not graduating with their peers, in need of transition services/assistance, or may need extra encouragement and family supports to have positive attendance, behavior, and make academic progress. After student selection is completed the Parent Mentor provides a pre-survey to the parents of the targeted group prior to the start of the activities, completes benchmark checks during the target group work, and then a post-survey after the conclusion of</p>
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IDEA Performance Goals:

	<p>the activities. During this process the Parent Mentor reports the target group initiative, work completed, and final data collected to the state for review. The Parent Mentor also reports quarterly to the state any contacts with parents such as emails, calls, text messages, training, meetings, etc. along with other activities and training attended by the Parent Mentor.</p> <p>Additional information has been provided by schools that is specific to that school in the area of improving the graduation rate of students with disabilities.</p> <p>The Appling County High School (ACHS) in addition to the academic supports listed above partners with Coastal Pines Technical College and business partners in the community to offer courses to engage students in a profession of interest after graduation. Training in the classroom as well as hands-on-training will be part of the program. The courses offered are: Welding, Culinary Arts, Automotive Mechanics, Diesel Mechanics, Construction, Audio/Video, and Cosmetology. The Special Education Department of ACHS refers students with disabilities to Vocational Rehabilitation Services as well as involving them with the High School High Tech Program. Through these programs students are given the opportunities to visit job fairs and tour technical schools. In coordination with Easter Seals seniors are placed on various jobs during high school to provide on the job training. Work skills are also taught through the Vocational Rehabilitation Services to students that qualify for the program. A job skills class will continue to be taught by the CTI Coordinator. This class is to instruct students in the area of "soft skills" that have been indicated as a need by community business partners. Students will learn information about expectations of the work environment as well as interview and written skills needed to obtain a job. In addition students will be provided on the job learning supervised by the CTI Coordinator in various community partner businesses. Participation in the Work Study Program is also provided for students with disabilities through the CTI Coordinator. The CTI Coordinator communicates with the student and supervisor at the work site as well as acts as a liaison between the student and the business if concerns are noted. The Special Education Director will support the programs and initiatives by providing funds for any transportation or other needs via the IDEA budget.</p> <p>The Appling County Elementary School (ACES) utilizes several activities in addition to the academic supports referenced earlier. ACES has a STEM class that students attend throughout the school year with instruction provided by a Technology Teacher and Paraprofessional. Career Modules with associated field trips are organized by the counselor to provide students with knowledge of a plethora of career opportunities. An Agriculture Education class will continue that allows students to participate in agriculture related instruction during the connection segment of the day.</p> <p>The Appling County Primary School ensures that all instruction provided by staff members prepares students for growth and development towards the goal of graduation. This ongoing process, via collaboration with teachers and the Special Education Director, ensures successful implementation of all IEPs. Collaborative meetings and targeted Professional Learning opportunities are provided to staff, as needed.</p>
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IDEA Performance Goals:

	<p>Altamaha Elementary School in addition to providing instruction on grade level standards also implement evidence-based interventions in math and reading to increase achievement of students with disabilities. This is an ongoing process that is facilitated by all school staff. The SPED Director assists in this process through collaboration with the school and coordinating services and training as needed. She also provides observations of and feedback to staff as needed. Professional learning opportunities with coaching and feedback are provided through Southeast GLRS and First District RESA.</p> <p>Fourth District Elementary School also provides Evidence Based Instruction with Reading and Math interventions for students with disabilities. In addition the School Counselor organizes a Career Day for all students to interact with local business owners and other community leaders in an effort to assist with sparking interest in a career area. The SPED Director assists by reviewing student data as well as the programs and interventions provided at the school.</p> <p>Appling County Middle School is adept at writing compliant Transition Plans for students in grade 8 or 14 years old as well as writing individualized transition goals and activities to help move students towards graduation as well as success and independence after graduation. All 8th grade students complete the Georgia Career Information System which provides information about student interests and what areas/fields would be the best fit for individual students. This information is then used to develop Transition Plans and goals for SWDs to help them meet post-secondary goals and be successful after graduation. Ongoing redelivery of updates and guidance received from GADOE are provided to the staff via the SPED Department Head as well as during FY19 ACMS staff received additional training from our state liaison regarding writing compliant Transition Plans.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>  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 procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>To improve services for young children (3-5) with disabilities the ACSS employs two Preschool Intervention Teachers along with a Preschool Inclusion Teacher. Five paraprofessionals are also employed to assist these teachers in providing the individualized services required by this population. These personnel are instrumental in ensuring that these young students make the gains needed early so that the students are able to transition to the regular classroom as soon as possible.</p> <p>During the FY 19 school year a multi-disciplinary evaluation approach was implemented and will be continued to better identify and determine the specific needs of this population. This approach includes a school psychologist and speech therapist in the screening and evaluation process of these children. Our system also has a Special Education Parent Mentor that facilitates communication with parents and assists them in providing the necessary documents for their child to attend the Preschool Intervention Program. In addition, questions relating to the possibility of a student having Autism will be added to the referral packet along with the completion of a checklist or scale by the parent in the area of Autism.</p> <p>Schools in the district that serve this age children receive referrals from a variety of sources to include: Babies Can't Wait (BCW), parents, and</p>
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IDEA Performance Goals:

	<p>community members/organizations (doctor offices, Head Start, etc.). The system conducts transition meetings in conjunction with BCW for students. These transition meetings are typically held within six months of the child's third birthday. Dates for evaluation and initial eligibility are set up at the transition meeting. The system follows up other outside referrals with information provided to parents as well as documentation of any concerns of the parent to facilitate the evaluation process to determine specific needs of the child. There are local RTI processes in place for Pre-K students enrolled in the state Pre-K program and also for students enrolled in Head Start. These processes are implemented as prescribed by the intervention. If it is determined by the SST that a child should be referred for possible Special Education services a Multidisciplinary Evaluation team evaluates the referred student and the determines the eligibility status of the child. SWDs are provided instruction in the preschool intervention classroom, the Pre-K inclusion classroom, or are provided paraprofessional support at Head Start if dually enrolled. Students eligible for Speech Language services are served in the school as well. Possible services provided by the ACSS are Preschool Intervention, Transportation, Physical/Speech/Occupational Therapy, and Paraprofessional Assistance. System staff involved with supporting this population are Pre-K Director, Special Education Teachers, Regular Education Teachers, Therapists, and Paraprofessionals. Specific trainings related to this age student are provided on an ongoing basis. These trainings include but are not limited to, Pre-K RtI, GELDS, and Bright from the Start. Parent engagement opportunities are also hosted throughout the school year by the system in an effort to increase involvement in their children's education.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>  What specific activities align with how you are providing FAPE to children with disabilities?  Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>To improve the provision of FAPE to all students, the ACSS utilizes Child Find procedures to identify possible students that may have a disability. This is achieved for children that are not currently enrolled in school by referrals from a variety of community sources. The system has a collaborative relationship with the Babies Can't Wait and Head Start Programs allowing identification of students with disabilities early and in a timely manner. Students that are enrolled in the district and are in experiencing difficulty in the school setting are identified via the RtI procedures for the system.</p> <p>In addition teachers are trained on IEP and eligibility procedures through ongoing discussion with the school psychologist, SPED Director, and SPED Dept. Head. LRE is ensured by providing services based on a continuum from least to most restrictive. Progress is monitored to ensure student success and to identify continued concerns. Adjustments are made based on progress data and classroom performance. The continuum of services for SWDs include inclusion/co-teaching &amp; supportive services with paraprofessional support, resource, self-contained, modified day/schedule, separate school, provision of related services (Speech, OT, PT, transportation). IEP accommodations and modifications are shared with all teachers working with SWDs at the beginning of the school year and again after IEP annual reviews or</p>
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IDEA Performance Goals:

	<p>amendments. Gen Ed. Teachers and administrators are able to view IEPs at any time through the SLDS platform. The provision of FAPE to students with disabilities is accomplished through a variety of means. These are the Preschool Intervention classroom and/or Speech resource room; Small group and individualized instruction within the co-teaching classroom; teaching on the students' level to help close the gap and meet grade level standards; student participation in evidence-based math and reading interventions; Creating IEPs that are tailored to individual students' needs; making accommodations and modifications to instruction and teaching strategies that align with the IEP; providing related services (Speech/PT/OT) that assist students with meeting grade level standards and access the curriculum.</p> <p>Professional Learning is delivered on an ongoing basis throughout the year by the Special Education Department, Instructional Support Specialists, as well as other providers to provide support for the teachers in regards to the various disability categories and how they manifest themselves, eligibility criteria, and the teaching of students with disabilities in the general curriculum.</p> <p>Procedures and practices are in place in the system to ensure that student needs are being met. Gen Ed and SPED teachers regularly meet to plan instruction and review student data. Student data is collected from progress monitoring tools as well as formative and summative data from other sources. IEPs of SWDs are reviewed at a minimum annually to discuss student strengths and weaknesses. Gen Ed and SPED teachers are responsible for implementing strategies and practices to ensure SWDs' needs are being met. Administrators periodically review data with both Gen Ed and SPED teachers to ensure that all are utilizing the appropriate methods and tools to ensure success in the classroom for SWDs.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>  How procedures and practices are implemented in your district to ensure overall compliance?  Include: LEA procedures to address timely and accurate data submission  LEA procedures to address correction of noncompliance (IEPs, Transition Plans)  Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance  Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Compliance with state and federal law and regulations is achieved by the ACSS using the State of Georgia's GO-IEP program to ensure that all required Special Education paperwork is completed accurately and in a timely manner. Expectations for SPED teachers to meet compliance with state and federal laws are outlined in the ACSS SPED Manual with procedures in place to monitor the completion of IEP/Eligibility/Reevaluation Data Review paperwork and the processing of referrals to special education. Compliance is monitored by the SPED Director or designee via GOIEP reports. If there are teachers that are not timely and ultimately non-compliant with paperwork the SPED Director emails the staff member as a reminder. If the incomplete paperwork is not completed after the reminder a second notice via email is provided with the school level administrator and SPED Dept. Head included. If this does not correct the issue then the SPED Director contacts the school level administrator and they will address this with the staff member in person with signed documentation. In addition, the SPED procedure manual is updated annually with any changes that are needed to maintain compliant practices. At the beginning of each year all SPED staff attend Professional Learning led by the SPED Director for any updates to the ACSS SPED Manual as well as re-delivery of any guidance/technical assistance received from GADOE over</p>
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IDEA Performance Goals:

	<p>the summer break. During the school year designated SPED Lead Teachers/Dept. Heads meet as needed when additional guidance/technical assistance has been provided by GADOE via email blasts, GADOE training sessions, or GLRS. These Lead Teachers/Dept. Heads then redeliver to SPED staff in their respective schools during their monthly department meetings. These meetings will be documented by sign-in sheets kept at the school. The ACSS will also utilize GLRS staff when appropriate to provide Professional Learning in targeted areas such as Specialized Instruction and Co-Teaching. This PL will be provided on a schedule determined between GLRS and the respective school on the Action Plan created with GLRS staff.</p> <p>To ensure students with disabilities receive the services written in their IEP the building level administrators complete walk-throughs and observations of Special Education Teachers using the TKES evaluation tools to ensure that students with disabilities receive the prescribed instruction and related services.</p>
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## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

#### Required Questions

#### Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> <li>1. In support of well-rounded educational opportunities, if applicable</li> <li>2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>3. In support of safe and healthy students, if applicable</li> <li>4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>5. In support of the effective use of technology, if applicable</li> <li>6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> </ol>	<p>ACSS has declared the intent to transfer FY22 Title IV, Part A funds to Title I, Part A.</p>
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#### Title IV, Part A – Ongoing Consultation and Progress Monitoring

## Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will const 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.	ACSS has declared the intent to transfer FY22 Title IV, Part A funds to Title I, Part A.
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## 4. REQUIRED QUESTIONS

## 4.7 Reducing Equity Gaps

## Required Questions

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

<p><b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>The LEA has experienced some success in implementation of the FY20 LEA Equity Plan, but not to the extent that is needed or desired.</p> <p><b>District Mean Growth Percentile - Increase the district growth percent on Georgia Milestones by 1% each year</b> Intervention Effective - Adjust Activities/Strategies Overall, the District Mean Growth Percentile increased. Continued growth is needed in specific grade levels, content areas, and subgroups. This is evidenced by GMAS End of Grade and End of Course scores as reported in section 2.6. Student achievement identify subgroups, grade level span and content area targets based on Georgia Achievement Targets</p> <p><b>Intervention Effective - Adjust Activities/Strategies</b> Overall, student achievement increased in some grade levels, content areas, and subgroups. As indicated in Section 2.6, there were some areas where gains did not occur. Action steps have been adjusted to address student achievement in an effort to meet Georgia Achievement Targets. Additionally, administrators and instructional support specialist will monitor implementation to ensure fidelity.</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Appling County School System was successful in implementing the steps as outlined in the FY20's LEA Equity Action Plan. These steps were implemented at the school and district levels. As evidenced by the data in section 2.6, growth was seen in several grade levels, content areas, and subgroup areas. Several areas are still below the State and RESA levels. An overall need still exists in the area of English Language Arts.</p>
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<p><b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust</p>	<p>The LEA has experienced some success in implementation of the FY20 LEA Equity Plan, but not to the extent that is needed or desired.</p> <p><b>District Mean Growth Percentile - Increase the district growth percent on Georgia Milestones by 1% each year</b> Intervention Effective - Adjust Activities/Strategies Overall, the District Mean Growth Percentile increased. Continued growth is needed in specific grade levels, content areas, and subgroups. This is</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p><b>Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</b></p>	<p>evidenced by GMAS End of Grade and End of Course scores as reported in section 2.6.</p> <p>Student achievement identify subgroups, grade level span and content area targets based on Georgia Achievement Targets</p> <p><b>Intervention Effective - Adjust Activities/Strategies</b></p> <p>Overall, student achievement increased in some grade levels, content areas, and subgroups. As indicated in Section 2.6, there were some areas where gains did not occur. Action steps have been adjusted to address student achievement in an effort to meet Georgia Achievement Targets. Additionally, administrators and instructional support specialist will monitor implementation to ensure fidelity.</p>
<p><b>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</b></p>	<p>Appling County School System was successful in implementing the steps as outlined in the FY20's LEA Equity Action Plan. These steps were implemented at the school and district levels. As evidenced by the data in section 2.6, growth was seen in several grade levels, content areas, and subgroup areas. Several areas are still below the State and RESA levels. An overall need still exists in the area of Mathematics.</p>

## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

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

Title I, Part A	No Participating Private Schools
Title II, Part A	No Participating Private Schools
Title III, Part A	No Participating Private Schools
Title IV, Part A	No Participating Private Schools
Title IV, Part B	No Participating Private Schools
Title I, Part C	No Participating Private Schools
IDEA 611 and 619	Students with disabilities that attend private schools or are home schooled receive support from the IDEA 611 and 619 programs via the ACSS proportionate share agreement . Funds are allocated using the proportionate shSpeech therapy services are provided to those students that are determined eligible.