

Comprehensive Needs Assessment 2021 - 2022 School Report



**Appling County
Appling County Primary School**

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.

Leadership Team

| | Position/Role | Name |
|-----------------|------------------------------------|------------------|
| Team Member # 1 | Principal | Shelly S. Roppe |
| Team Member # 2 | Assistant Principal | Melody H. Lewis |
| Team Member # 3 | Instructional Support Specialist | Dr. Wade Bryant |
| Team Member # 4 | Counselor | Carmen Spell |
| Team Member # 5 | Media Specialist | Kristin Lassiter |
| Team Member # 6 | ESOL Teacher | Sharon Flowers |
| Team Member # 7 | BCBA Coordinator/PIP SLP Evaluator | Stormi Alexander |

Additional Leadership Team

| | Position/Role | Name |
|------------------|------------------------------------|-------------------|
| Team Member # 1 | Early Intervention Program Teacher | Melinda Harvey |
| Team Member # 2 | Special Education Teacher | Rena Yawn |
| Team Member # 3 | Second Grade Teacher | Zandra Hutchinson |
| Team Member # 4 | First Grade Teacher | Samantha White |
| Team Member # 5 | Kindergarten Teacher | Brandie Bennett |
| Team Member # 6 | Pre-K Teacher | Amanda Swain |
| Team Member # 7 | Paraprofessional | Brenda Higgins |
| Team Member # 8 | | |
| Team Member # 9 | | |
| Team Member # 10 | | |

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.

Stakeholders

| Stakeholder # | Position/Role | Name |
|-----------------|---|------------------------|
| Stakeholder # 1 | Assistant Superintendent | Dr. Sandy Dominy |
| Stakeholder # 2 | Federal Programs Director | Dr. Norma Nunez-Cortes |
| Stakeholder # 3 | Curriculum, Instruction, Assessment, School Improvement Director and System Parent Engagement Coordinator | Debra Lawrence |
| Stakeholder # 4 | Student Services Coordinator/Homeless Liaison | Dr. Kandiss Taylor |
| Stakeholder # 5 | Special Education Director/RtI and Gifted Coordinator | Pam Thomas |
| Stakeholder # 6 | Executive Director/Appling Community Connection, Family Connection, Prevent Child Abuse/Safe Families, P.R.I.D.E Instructor | Amy Rediger |
| Stakeholder # 7 | | |
| Stakeholder # 8 | | |

| | |
|--|--|
| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | The team will seek advice and expertise from all stakeholders by asking questions, will seek clarification of how to best meet identified needs, and will involve each member in the decision-making process to develop strategies to improve the whole child. |
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

| Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction | | |
|--|--|---|
| 1. Exemplary | A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction. | ✓ |
| 2. Operational | A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction. | |
| 3. Emerging | A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction. | |
| 4. Not Evident | A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction. | |

Coherent Instruction Data

| Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards | | |
|---|--|---|
| 1. Exemplary | Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards. | ✓ |
| 2. Operational | Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff. | |
| 3. Emerging | Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards | |
| 4. Not Evident | Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards. | |

| Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning | | |
|--|--|---|
| 1. Exemplary | A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions. | |
| 2. Operational | A supportive and well-managed environment conducive to learning is evident in most classrooms. | ✓ |
| 3. Emerging | A supportive and well-managed environment conducive to learning is evident in some classrooms. | |
| 4. Not Evident | A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms. | |

| Instruction Standard 2 -Creates an academically challenging learning environment | | |
|---|--|---|
| 1. Exemplary | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking. | |
| 2. Operational | Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). | ✓ |
| 3. Emerging | Some teachers create an academically challenging learning environment. | |
| 4. Not Evident | Few, if any, teachers create an academically challenging learning environment. | |

Coherent Instruction Data

| Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards | | |
|---|---|---|
| 1. Exemplary | Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels | |
| 2. Operational | Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. | ✓ |
| 3. Emerging | Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. | |
| 4. Not Evident | Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards. | |

| Instruction Standard 4 -Uses research based instructional practices that positively impact student learning | | |
|--|---|---|
| 1. Exemplary | Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching). | |
| 2. Operational | Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching). | |
| 3. Emerging | Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. | ✓ |
| 4. Not Evident | Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. | |

Coherent Instruction Data

| Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students | | |
|---|---|---|
| 1. Exemplary | Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices. | ✓ |
| 2. Operational | Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). | |
| 3. Emerging | Some teachers differentiate instruction to meet the specific learning needs of students. | |
| 4. Not Evident | Few, if any, teachers differentiate instruction to meet the specific learning needs of students. | |

| Instruction Standard 6 -Uses appropriate, current technology to enhance learning | | |
|---|---|---|
| 1. Exemplary | The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving). | |
| 2. Operational | Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving). | ✓ |
| 3. Emerging | Some staff members, students, or both use appropriate, current technology to enhance learning. | |
| 4. Not Evident | Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. | |

Coherent Instruction Data

| Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets | | |
|--|--|---|
| 1. Exemplary | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets. | |
| 2. Operational | Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. | ✓ |
| 3. Emerging | Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance. | |
| 4. Not Evident | Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable. | |

| Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress | | |
|---|---|---|
| 1. Exemplary | Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. | |
| 2. Operational | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. | |
| 3. Emerging | Some students use tools to actively monitor their own progress. | |
| 4. Not Evident | Few, if any, students use tools to actively monitor their own progress. | ✓ |

| Instruction Standard 9 -Provides timely, systematic, data -driven interventions | | |
|--|--|---|
| 1. Exemplary | Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made. | ✓ |
| 2. Operational | Most students are provided timely, systematic, data-driven interventions to support their learning needs. | |
| 3. Emerging | Some students are provided extra assistance or needed support in a timely manner. | |
| 4. Not Evident | Few, if any, students are provided extra assistance or effective support in a timely manner. | |

Coherent Instruction Data

| Assessment Standard 1 -Aligns assessments with the required curriculum standards | | |
|--|---|---|
| 1. Exemplary | Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment. | ✓ |
| 2. Operational | Most assessments are aligned with the required curriculum standards. | |
| 3. Emerging | Some assessments are aligned with the required curriculum standards. | |
| 4. Not Evident | Few, if any, assessments are aligned with the required curriculum standards. | |

| Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices | | |
|---|---|---|
| 1. Exemplary | Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices. | ✓ |
| 2. Operational | Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices. | |
| 3. Emerging | Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices. | |
| 4. Not Evident | Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices. | |

| Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction | | |
|---|--|---|
| 1. Exemplary | Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both. | |
| 2. Operational | Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results. | ✓ |
| 3. Emerging | Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results. | |
| 4. Not Evident | A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results. | |

Coherent Instruction Data

| Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards | | |
|--|---|---|
| 1. Exemplary | The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards. | |
| 2. Operational | The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards. | |
| 3. Emerging | The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards. | ✓ |
| 4. Not Evident | The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards. | |

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 School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

| Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff | | |
|--|---|---|
| 1. Exemplary | Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders. | |
| 2. Operational | Administrators regularly build and sustain relationships to foster the success of students and staff. | ✓ |
| 3. Emerging | Administrators sometimes build relationships to foster the success of students and staff. | |
| 4. Not Evident | Administrators seldom, if ever, build relationships to foster the success of students and staff. | |

| Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning | | |
|---|---|---|
| 1. Exemplary | Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision. | |
| 2. Operational | Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results. | ✓ |
| 3. Emerging | Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both. | |
| 4. Not Evident | Administrators initiate few, if any, changes that impact staff performance and student learning. | |

Effective Leadership Data

| Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices | | |
|---|--|---|
| 1. Exemplary | <p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p> | |
| 2. Operational | The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. | ✓ |
| 3. Emerging | The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. | |
| 4. Not Evident | The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. | |

| Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement | | |
|--|--|---|
| 1. Exemplary | Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement. | |
| 2. Operational | Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement. | ✓ |
| 3. Emerging | Some processes are in place and used occasionally to analyze data to improve student achievement. | |
| 4. Not Evident | Few, if any, processes are in place to analyze data to improve student achievement. | |

| Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving | | |
|---|--|---|
| 1. Exemplary | <p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p> | |
| 2. Operational | Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. | |
| 3. Emerging | Some structures exist for staff to engage in shared decision-making, problem-solving, or both. | ✓ |
| 4. Not Evident | Few, if any, structures exist for staff to engage in shared decision-making or problem-solving. | |

Effective Leadership Data

| Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning | | |
|---|---|---|
| 1. Exemplary | <p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p> | |
| 2. Operational | <p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p> | ✓ |
| 3. Emerging | <p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p> | |
| 4. Not Evident | <p>A school leadership team does not exist or does not have adequate stakeholder representation.</p> | |

| Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources | | |
|--|--|---|
| 1. Exemplary | <p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p> | ✓ |
| 2. Operational | <p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p> | |
| 3. Emerging | <p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p> | |
| 4. Not Evident | <p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p> | |

Effective Leadership Data

| Leadership Standard 8 -Provides ongoing support to teachers and other staff | | |
|--|---|---|
| 1. Exemplary | A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff. | |
| 2. Operational | Most support provided to teachers and other staff is targeted to individual needs. | ✓ |
| 3. Emerging | Some support provided to teachers and staff is targeted to individual needs. | |
| 4. Not Evident | Support to teachers and staff does not exist or is not targeted to individual needs. | |

| Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process | | |
|---|--|---|
| 1. Exemplary | <p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p> | ✓ |
| 2. Operational | <p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p> | |
| 3. Emerging | A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process. | |
| 4. Not Evident | A common vision and mission have not been developed or updated or have been developed by a few staff members. | |

Effective Leadership Data

| Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance | | |
|--|--|---|
| 1. Exemplary | <p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p> | ✓ |
| 2. Operational | <p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p> | |
| 3. Emerging | <p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p> | |
| 4. Not Evident | <p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p> | |

| Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed | | |
|---|--|---|
| 1. Exemplary | <p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p> | ✓ |
| 2. Operational | <p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p> | |
| 3. Emerging | <p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p> | |
| 4. Not Evident | <p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p> | |

Effective Leadership Data

| Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement | | |
|---|--|---|
| 1. Exemplary | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment. | |
| 2. Operational | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored. | ✓ |
| 3. Emerging | The use of available resources to support continuous improvement is inconsistently monitored. | |
| 4. Not Evident | The use of available resources to support continuous improvement is rarely, if ever, monitored. | |

| Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness | | |
|--|--|---|
| 1. Exemplary | Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed. | |
| 2. Operational | Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed. | ✓ |
| 3. Emerging | Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school. | |
| 4. Not Evident | Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness. | |

Effective Leadership Data

| Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment | | |
|--|---|---|
| 1. Exemplary | <p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p> | |
| 2. Operational | <p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p> | ✓ |
| 3. Emerging | <p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p> | |
| 4. Not Evident | <p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p> | |

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 School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

| Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving | | |
|---|---|---|
| 1. Exemplary | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input. | |
| 2. Operational | Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. | ✓ |
| 3. Emerging | Some structures exist for staff to engage in shared decision-making, problem-solving, or both. | |
| 4. Not Evident | Few, if any, structures exist for staff to engage in shared decision-making or problem-solving. | |

| Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data | | |
|---|---|---|
| 1. Exemplary | Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning. | |
| 2. Operational | Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). | ✓ |
| 3. Emerging | Professional learning needs are identified using limited sources of data. | |
| 4. Not Evident | Professional learning needs are identified using little or no data. | |

Professional Capacity Data

| Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance | | |
|--|--|---|
| 1. Exemplary | Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes. | |
| 2. Operational | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | ✓ |
| 3. Emerging | Administrators and staff sometimes collaborate to improve individual and collective performance. | |
| 4. Not Evident | Administrators and staff rarely collaborate to improve individual and collective performance. | |

| Professional Learning Standard 3 -Defines expectations for implementing professional learning | | |
|---|---|---|
| 1. Exemplary | Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses. | |
| 2. Operational | Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning. | ✓ |
| 3. Emerging | Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning. | |
| 4. Not Evident | Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning. | |

Professional Capacity Data

| Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff | | |
|--|--|---|
| 1. Exemplary | Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching. | |
| 2. Operational | Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching. | ✓ |
| 3. Emerging | Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs. | |
| 4. Not Evident | Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs. | |

| Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning | | |
|--|---|---|
| 1. Exemplary | Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning. | |
| 2. Operational | Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning. | ✓ |
| 3. Emerging | Some resources and systems are allocated to support and sustain professional learning. | |
| 4. Not Evident | Few, if any, resources and systems are provided to support and sustain professional learning. | |

Professional Capacity Data

| Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning | | |
|--|---|---|
| 1. Exemplary | Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning. | |
| 2. Operational | Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely. | ✓ |
| 3. Emerging | Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically. | |
| 4. Not Evident | Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever. | |

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 School Performance Standard (GSPS). 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

| Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school | | |
|---|--|---|
| 1. Exemplary | The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers. | |
| 2. Operational | The school has created an environment that welcomes, encourages, and connects family and community members to the school. | ✓ |
| 3. Emerging | The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school. | |
| 4. Not Evident | The school has not created an environment that welcomes, encourages, or connects family and community members to the school. | |

| Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders | | |
|--|--|---|
| 1. Exemplary | Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication. | |
| 2. Operational | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. | ✓ |
| 3. Emerging | Some structures that promote clear and open communication between the school and stakeholders exist. | |
| 4. Not Evident | Few, if any, structures that promote clear and open communication between the school and stakeholders exist. | |

Family and Community Engagement Data

| Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students | | |
|--|---|---|
| 1. Exemplary | <p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p> | |
| 2. Operational | <p>Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.</p> | ✓ |
| 3. Emerging | <p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p> | |
| 4. Not Evident | <p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p> | |

| Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families | | |
|---|---|---|
| 1. Exemplary | <p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p> | ✓ |
| 2. Operational | <p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p> | |
| 3. Emerging | <p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p> | |
| 4. Not Evident | <p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p> | |

Family and Community Engagement Data

| Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement | | |
|---|--|---|
| 1. Exemplary | The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement. | |
| 2. Operational | The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement. | ✓ |
| 3. Emerging | The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement. | |
| 4. Not Evident | The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement. | |

| Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students | | |
|---|--|---|
| 1. Exemplary | The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students. | |
| 2. Operational | The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students. | |
| 3. Emerging | The school sometimes connects families to agencies and resources in the community to meet the needs of students. | ✓ |
| 4. Not Evident | The school does little to connect families with agencies and resources in the community to meet the needs of students. | |

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 School Performance Standard (GSPS). 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

| Instruction Standard 1 - Provides a supportive and well-managed environment conducive to learning | | |
|---|--|---|
| 1. Exemplary | A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions. | |
| 2. Operational | A supportive and well-managed environment conducive to learning is evident in most classrooms. | ✓ |
| 3. Emerging | A supportive and well-managed environment conducive to learning is evident in some classrooms. | |
| 4. Not Evident | A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms. | |

| Instruction Standard 2 - Creates an academically challenging learning environment | | |
|---|--|---|
| 1. Exemplary | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking. | |
| 2. Operational | Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). | ✓ |
| 3. Emerging | Some teachers create an academically challenging learning environment. | |
| 4. Not Evident | Few, if any, teachers create an academically challenging learning environment. | |

Supportive Learning Environment Data

| Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress | | |
|---|---|---|
| 1. Exemplary | Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. | |
| 2. Operational | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. | |
| 3. Emerging | Some students use tools to actively monitor their own progress. | ✓ |
| 4. Not Evident | Few, if any, students use tools to actively monitor their own progress. | |

| School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment | | |
|--|---|---|
| 1. Exemplary | Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed. | ✓ |
| 2. Operational | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented. | |
| 3. Emerging | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school. | |
| 4. Not Evident | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated. | |

Supportive Learning Environment Data

| School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community | | |
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| 1. Exemplary | <p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p> | |
| 2. Operational | <p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p> | ✓ |
| 3. Emerging | <p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p> | |
| 4. Not Evident | <p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p> | |

| School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students | | |
|--|---|---|
| 1. Exemplary | <p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p> | |
| 2. Operational | <p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> | ✓ |
| 3. Emerging | <p>Some evidence exists that the school supports the college and career readiness of students.</p> | |
| 4. Not Evident | <p>Little or no evidence exists that the school supports the college and career readiness of students.</p> | |

Supportive Learning Environment Data

| School Culture Standard 4 -Supports the personal growth and development of students | | |
|--|--|---|
| 1. Exemplary | The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students. | ✓ |
| 2. Operational | The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students. | |
| 3. Emerging | The school staff sporadically supports the personal growth and development of students. | |
| 4. Not Evident | The school staff does little to support the personal growth and development of students. | |
| School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff | | |
| 1. Exemplary | The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school. | |
| 2. Operational | The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff. | ✓ |
| 3. Emerging | The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff. | |
| 4. Not Evident | The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff. | |

Supportive Learning Environment Data

| Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process | | |
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| 1. Exemplary | <p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p> | |
| 2. Operational | <p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p> | ✓ |
| 3. Emerging | <p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p> | |
| 4. Not Evident | <p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p> | |

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).

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| <p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p> | <p>Survey Data are as follows: Parent and Family Engagement Surveys Parent and Personnel Surveys IDEA Parent and Family Engagement Surveys School Climate Survey</p> |
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| <p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p> | <p>Perception data tells us the overall strengths and weaknesses of our school based on surveys from school personnel, parents, and community members. Survey responses support the perception that Appling County Primary School (ACPS) provides a safe and welcoming environment with quality programs and instructional practices that support high expectations of learning for all students. These findings are synonymous with the CCRPI School Climate 5-Star Rating for FY20 (no CCRPI was calculated for the 2020-2021 school year due to impacts of COVID-19/School Closure). Survey results also indicate a common mission and vision of the school.</p> <p>Upon analysis of various survey results, personnel and parents are pleased with Appling County Primary School’s purpose and direction. Such perceptions are evident in the high response rates among all stakeholders. Many parent surveys indicated ACPS provides adequate opportunities for parents to interact with their children at school and in the classroom setting (ACPS does its best to provide face-to-face opportunities for parents to visit the classroom while COVID cases are low in the district). In some surveys, however, parents expressed concern that family engagement opportunities need to be expanded to provide a more flexible schedule and more specific training in areas of reading and math.</p> |
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| <p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent</p> | <p>The following process data were used to determine existing trends and patterns that support the identification of demographic and financial needs of ACPS:</p> <p>Survey Data</p> <ul style="list-style-type: none"> ● IDEA Parent Engagement Survey ● Parent Engagement Survey |
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| workshops) | <p>Social Emotional Data</p> <ul style="list-style-type: none"> ● 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) ● Supplemental Program Referrals <p>Diverse Population Demographics/Data</p> <ul style="list-style-type: none"> ● Home Language Referrals ● Testing Participation Committee Process <p>School Council Meetings/Parent Advisory Council Meetings</p> <ul style="list-style-type: none"> ● Gather input and make informed decisions on school improvement |
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| <p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p> | <p>Process data supports the following:</p> <p>Social Emotional: There is a need for social/ emotional assistance at ACPS.</p> <ul style="list-style-type: none"> ● Due to poverty and/or increasing diversity at ACPS, there is a considerable need for mental health providers, physical and occupational therapists, nurse and dental services for the well-being of each child. An occupational therapist (COTA-L, Board Certified, and licensed in Georgia) works on-site at ACPS to provide services to students who are in need of such services. The occupational therapist also travels between schools in the district providing services as needed. Students qualify for occupational therapy services after advancement through the following channels: referral from a physician, forward movement from the SPED Director/School System Psychologist, Evaluation from the OT, and plan of services by the IEP Committee. Physical therapists contract with the BOE to provide services to students who are in need of such services. Students qualify for physical therapy services based on the following: referral from a physician, forward movement from the SPED Director/School System Psychologist, Evaluation from the PT, and plan of services by the IEP Committee. ● School counseling provides for the social emotional needs of each individual child. Counseling services are also provided to students in small group sessions (classroom guidance). If further mental health issues arise, the school counselor is on hand to make referrals after consultation with parents/guardians. After a mental health referral is made, the school counselor will collaborate with the Mental Health Therapist/Counselor and teacher(s) to ensure the child is receiving the proper support needed in the school environment. Mental health services are offered within the school and by outside providers. ● The Mental Health Counselor is available to meet the needs of students on a daily basis and during crisis situations. ● The school counselor also provides social skills training during classroom |
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guidance for the total school population.

- The school nurse provides services school-wide, as needed. The nurse maintains a daily nursing assessment log for administering prescription medications.
- ACPS utilizes the 7 Mindsets Program which promotes self-worth and encourages all individuals to deal with stressful situations in a positive, productive manner.

Diverse Populations:The population at ACPS is becoming more diverse each year.

- ACPS has a diverse student population that comprises a number of cultural backgrounds. In order to meet the needs of such a diverse population, certain protocols are in place. These protocols are utilized at ACPS, and within Appling County, and are directly aligned with state guidelines. The two main protocols utilized with diverse learners include use of the Home Language Survey (used to determine eligibility of ESL services) and the Testing Participation Committee (TPC) (used to determine whether or not testing accommodations or classroom modifications are needed).

- All students who enroll in the Appling County School System receive a Home Language Survey as part of the enrollment packet. This Home Language Survey is provided in English, Spanish, and other languages, as needed. Migrant and/or ESOL staff sometimes provide parents assistance with completing the Home Language Survey. The Data Clerk provides a copy of the Home Language Survey to ESOL teachers if any of the questions indicate another language other than English is spoken in the home.

- If the Home Language Survey has at least one question that indicates another language is spoken in the home, the student will be screened for ESL services utilizing the WIDA screener. Based on the screener scores, students either qualify for ESOL instruction or do not qualify for ESOL instruction. Students who qualify are scheduled for ESOL instruction daily; parents are notified of student placement into the ESOL program within the first 30 days of school or within 10 days of enrollment after school begins. Students are then labeled and coded as English Learners (ELs).

- Once a student is identified as an EL, the ESOL instructional team will conduct a TPC meeting in order to determine if testing accommodations are needed, and if so, which accommodations. The TPC process is repeated annually until the EL exits the ESOL program. If a student is dually served by SPED, the ESOL teacher participates in the IEP meeting and ensures that accommodations are carried out.

- Students identified as ELs are required to take the ACCESS 2.0 annually to measure English language proficiency growth from year to year. These scores also provide data for exit consideration.

- Based on current data at ACPS, approximately 13.02% of students have a primary home language other than English.

- To meet the needs of the large ESOL population, all correspondence is sent

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| | <p>home in both English and Spanish.</p> <ul style="list-style-type: none"> ● Migrant support is also provided to students that are at-risk academically in grades PreK-2. She also serves as a liaison for parents by offering support services as needed. <p>School Council/Parent Advisory Council Meetings: Stakeholders participate in meetings at ACPS and help make informed decisions as needed.</p> <ul style="list-style-type: none"> ● ACPS provides opportunities for parents to be active participants in the decision-making process, as needed. There are four scheduled School Council/PAC Meetings each year to keep stakeholders informed about what is transpiring at the school level and to seek any input they may have concerning school matters. |
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| What achievement data did you use? | <p>GKIDS 2.0 ACCESS for ELs 2.0 STAR 360 Third Grade GMAS Data</p> |
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| What does your achievement data tell you? | <p>Although 2021-2022 has been a full face-to-face year, there are still some challenges that affect data at ACPS. Challenges are as follows: (1) quarantining for COVID-19, (2) contracting COVID-19, (3) implementation of three new reading programs, (4) back-order of new materials to operate new programs, (5) early release days that interfere with instructional time (shortage of bus drivers), (6) late bus arrival to school (shortage of bus drivers), and (7) cancelation of an instructional day by district. All of these factors impacted student learning and academic progress--in class and on assessments (STAR 360 included).</p> <p>For 2021-2022, all students, grades K-2, were assessed at three benchmark intervals using STAR 360--Fall, Winter, and Spring. K-2 students were also progress monitored in the months of October and February.</p> <p>Data from Fall, Winter, and Spring benchmarks on the STAR 360 were as follows:</p> <p>Kindergarten: (District Level Data) In the Fall, 46% of all Kindergarten students at ACPS scored <u>At/Above Benchmark</u> in Early Literacy. 15% of all K students scored <u>On Watch</u> in Early Literacy. 21% of all K students scored at the <u>Intervention</u> level in Early Literacy. 18% of all K students scored at the <u>Urgent Intervention</u> level in Early Literacy.</p> <p>In the Winter, 77% of all Kindergarten students at ACPS scored <u>At/Above Benchmark</u> in Early Literacy. 8% of all K students scored <u>On</u></p> |
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Watch in Early Literacy. 9% of all K students scored at the Intervention level in Early Literacy. 7% of all K students scored at the Urgent Intervention level in Early Literacy.

In the **Spring**, 73% of all **Kindergarten** students at ACPS scored At/Above Benchmark in **Early Literacy**. 12% of all K students scored On Watch in Early Literacy. 6% of all K students scored at the Intervention level in Early Literacy. 9% of all K students scored at the Urgent Intervention level in Early Literacy.

First Grade:

District Level Data: In the **Fall**, 66% of all **First Grade** students at ACPS scored At/Above Benchmark in **Early Literacy**. 15% of all First Grade students scored On Watch in Early Literacy. 13% of all First Grade students scored at the Intervention level in Early Literacy. 6% of all First Grade students scored at the Urgent Intervention level in Early Literacy. *Five students in First Grade did not have a Scaled Score of 735 in Early Literacy, therefore, they did not qualify to take the STAR 360 assessment in Reading.*

District Level Data: In the **Winter**, 76% of all **First Grade** students at ACPS scored At/Above Benchmark in **Early Literacy**. 7% of all First Grade students scored On Watch in Early Literacy. 13% of all First Grade students scored at the Intervention level in Early Literacy. 4% of all First Grade students scored at the Urgent Intervention level in Early Literacy.

District Level Data: In the **Spring**, 69% of all **First Grade** students at ACPS scored At/Above Benchmark in **Early Literacy**. 14% of all First Grade students scored On Watch in Early Literacy. 11% of all First Grade students scored at the Intervention level in Early Literacy. 5% of all First Grade students scored at the Urgent Intervention level in Early Literacy.

State Level Data: In the **Fall**, 14% of all **First Grade** students at ACPS scored at the Distinguished Learner level in **Reading**. 28% of all First Grade students scored at the Proficient Learner level in Reading. 47% of all First Grade students scored at the Developing Learner level in Reading. 11% of all First Grade students scored at the Beginning Learner level in Reading. *Five students in first grade did not factor into these percentages because they did not score high enough on the Early Literacy test (Scaled Score of 735) to accrue a Reading score.*

State Level Data: In the **Winter**, 27% of all **First Grade** students at ACPS scored at the Distinguished Learner level in **Reading**. 35% of all First Grade students scored at the Proficient Learner level in Reading. 29% of all First Grade students scored at the Developing Learner level in Reading. 10% of all First Grade students scored at the Beginning Learner level in Reading.

State Level Data: In the **Spring**, 77% of all **First Grade** students at ACPS scored at the Distinguished Learner level in **Reading**. 9% of all First Grade students scored at the Proficient Learner level in Reading. 11% of all First Grade students scored at the Developing Learner level in Reading. 3% of all First Grade students scored at the Beginning Learner level in Reading.

State Level Data: In the **Fall**, 4% of all **First Grade** students at ACPS scored at

the Distinguished Learner level in **Math**. 45% of all First Grade students scored at the Proficient Learner level in Math. 41% of all First Grade students scored at the Developing Learner level in Math. 9% of all First Grade students scored at the Beginning Learner level in Math.

State Level Data: In the **Winter**, 13% of all **First Grade** students at ACPS scored at the Distinguished Learner level in **Math**. 46% of all First Grade students scored at the Proficient Learner level in Math. 35% of all First Grade students scored at the Developing Learner level in Math. 6% of all First Grade students scored at the Beginning Learner level in Math.

State Level Data: In the **Spring**, 84% of all **First Grade** students at ACPS scored at the Distinguished Learner level in **Math**. 9% of all First Grade students scored at the Proficient Learner level in Math. 6% of all First Grade students scored at the Developing Learner level in Math. 1% of all First Grade students scored at the Beginning Learner level in Math.

Second Grade:

State Level Data: In the **Fall**, 14% of all **Second Grade** students at ACPS scored at the Distinguished Learner level in **Reading**. 25% of all Second Grade students scored at the Proficient Learner level in Reading. 36% of all Second Grade students scored at the Developing Learner level in Reading. 25% of all Second Grade students scored at the Beginning Learner level in Reading.

State Level Data: In the **Winter**, 19% of all **Second Grade** students at ACPS scored at the Distinguished Learner level in **Reading**. 30% of all Second Grade students scored at the Proficient Learner level in Reading. 37% of all Second Grade students scored at the Developing Learner level in Reading. 14% of all Second Grade students scored at the Beginning Learner level in Reading.

State Level Data: In the **Spring**, 63% of all **Second Grade** students at ACPS scored at the Distinguished Learner level in **Reading**. 17% of all Second Grade students scored at the Proficient Learner level in Reading. 13% of all Second Grade students scored at the Developing Learner level in Reading. 8% of all Second Grade students scored at the Beginning Learner level in Reading.

State Level Data: In the **Fall**, 4% of all **Second Grade** students at ACPS scored at the Distinguished Learner level in **Math**. 26% of all Second Grade students scored at the Proficient Learner level in Math. 53% of all Second Grade students scored at the Developing Learner level in Math. 17% of all Second Grade students scored at the Beginning Learner level in Math.

State Level Data: In the **Winter**, 13% of all **Second Grade** students at ACPS scored at the Distinguished Learner level in **Math**. 27% of all Second Grade students scored at the Proficient Learner level in Math. 48% of all Second Grade students scored at the Developing Learner level in Math. 11% of all Second Grade students scored at the Beginning Learner level in Math.

State Level Data: In the **Spring**, 82% of all **Second Grade** students at ACPS

scored at the Distinguished Learner level in **Math**. 7% of all Second Grade students scored at the Proficient Learner level in Math. 5% of all Second Grade students scored at the Developing Learner level in Math. 5% of all Second Grade students scored at the Beginning Learner level in Math.

Mid-year data shows three areas of strength at ACPS: Early Literacy in Kindergarten, Early Literacy in First Grade, and Reading in First Grade. Mid-year data also shows three areas of weakness at ACPS: Math in First Grade, Math in Second Grade, and Reading in Second Grade.

After analyzing all STAR 360 data for the areas of Early Literacy, Reading, and Math, it is evident that Reading is the weakest area at ACPS for First Grade; Math is the weakest area for Second Grade. Percentages for both content areas, Reading and Math, indicate there is work to be done at ACPS. More instruction of phonemic awareness and phonics skills are needed to bridge the gap between grade levels. Additionally, there is a strong focus on increasing Lexiles for all students at ACPS. Flex grouping is encouraged in Reading and Math to assist students with moving bands on the STAR 360 assessment. Technology programs are also encouraged for both content areas. First grade students performed exceptionally well in Mathematics: 93% of the students, collectively, scored At/Above or On Watch (only 7%, collectively, scored at Intervention or Urgent Intervention levels). Second grade performed well in Math, too; 89% of the students, collectively, scored At/Above or On Watch (10% scored at Intervention or Urgent Intervention levels). In regards to Reading, 86% of first grade students scored At/Above or On Watch on the STAR 360 while 80% of second grade students scored At/Above or On watch. 14% more of first grade students scored At/Above on the STAR 360 in Reading as did their second grade peers. What is concerning about Reading scores for second grade students is as follows: 21% of students scored at Intervention or Urgent Intervention on the STAR 360 which means that nearly one-quarter of our students are reading well below grade level and are in need of EIP or other intervention services. However, despite 2020-2021 being a year of COVID issues, ACPS is making progress academically. Further, administration has, and is, mandating a portion of the first nine weeks of school for review of the previous-year's standards to help close the achievement gap between grade levels.

For the 2020-2021 school year, GKIDS 2.0 data indicated that many Kindergarten students exceeded or demonstrated proficiency in the standards tested in English Language Arts, Mathematics, and Social/Emotional Development.

ACCESS data for 2020-2021 indicated that 81% of English Learners (ELs), grades Kindergarten (retainees)-Second Grade, made positive growth on the ACCESS 2.0 from 2019-2020 to 2020-2021. 18% moved one proficiency band from Kindergarten (retainees) to Second Grade; 49% moved one or more proficiency bands for Kindergarten (retainees)-Second grade. This indicates that ELs are making adequate growth in the English language in the areas of Listening, Reading, Speaking, and Writing. ACPS had 5 clear exits for the 2020-2021 school year. 11 other ELs had a Composite Proficiency Level (CPL) score between 4.5 and 4.9. Although these ELs fell in the CPL range of 4.5-4.9, ESOL and regular education teachers met to discuss their classroom

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| | <p>performance and opted to keep them in the program to earn clear exit status on their own. ACPS absorbs GMAS scores from third grade which affects CCRPI.</p> |
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| <p>What demographic data did you use?</p> | <p>Attendance Data Student Achievement Results Sub-group Data</p> |
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| <p>What does the demographic data tell you?</p> | <p>ACPS is currently a Title I school which indicates that a minimum of 40% of students are considered low-income. Title I, Part A, of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA), provides financial assistance to local educational agencies (LEAs) and schools with high numbers and percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.</p> <p>Students who scored below the 35th% on the STAR 360 qualified for extra instructional support in and beyond the regular classroom in Reading if they met two or more triggers based on Georgia criteria. This support was provided by Early Intervention Program (EIP) teachers. SPED teachers also assisted students who needed additional help in Reading and/or Math.</p> <p>Attendance data showed that students with excessive absenteeism had greater struggles academically than those with good attendance. Often, students with attendance issues were involved with the Department of Family and Children Services or were faced with other issues such as financial instability, unstable housing, unreliable transportation, lack of access to health care, and/or lack of support in the home.</p> <p>Another factor that sometimes affected student performance was limited parent involvement with school activities. Some factors that affected parent involvement were language barriers, parents' educational status, cultural influences, educator's attitudes, and family issues.</p> <p>Demographic data at ACPS tells us the following: GKIDS 2.0 data revealed that the majority of Kindergarten students exceeded or met expectations on standards outlined by the state of Georgia.</p> <p>There were sufficient gains in English Language Proficiency among English Learners on the ACCESS from 2019-2020 to 2020-2021. In 2019-2020, 75% of English Learners in the ESOL program moved one or more proficiency bands on the ACCESS test. In 2020-2021, 75% of English Learners moved one or more proficiency bands on the ACCESS test, an increase of 15%. The ESOL program has shown increases in English Language Proficiency among English Learners from year to year. ESOL students at ACPS have consecutively</p> |
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out-performed GADOE's targeted percentages of English Learners who move a band or more on the ACCESS test.

Strengths and Weaknesses based on data and survey analyses:

The Special Education Department at ACPS has strengths in the areas of compliant practices, state-mandated testing participation rates, educating students with disabilities in the least restrictive environment, teacher longevity, inclusion relationships (co-teaching), common planning with grade-level peers, and timeliness with paperwork. All Special Education teachers are professionally qualified.

Strengths in regards to the Economically Disadvantaged at ACPS include opportunities for in-school or after school tutoring (Instructional Extended Day) and participation in evidenced-based interventions through EIP/RtI (if needed).

Strengths in regards to English Learners (ELs) at ACPS include common planning among ESOL teachers, a variety of instructional resources, flexible scheduling, good parent-teacher relationships, and collaboration with regular education teachers. All ESOL teachers at ACPS are ESOL endorsed. ACCESS scores have continually improved from year to year. Special Education, Migrant, and ESOL students have the opportunity of attending Summer School providing certain criteria are met.

Challenges within the Special Education program at ACPS are as follows: meeting individual student needs, time constraints for completing required paperwork, locating personnel certified in areas of need, and parental involvement in the IEP process.

Challenges of the Economically Disadvantaged at ACPS include identification of unique academic and personal needs of students, scheduling (regular education versus pull-out/interventions), lack of parental involvement, and attendance issues.

Challenges of English Learners (ELs) at ACPS include limited personnel available for translation, adequate time for completion of paperwork, parent-teacher communication (language barriers), and scheduling conferences (parent's work schedules).

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

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| <p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Trends and patterns at ACPS reflected that teachers still need support with analyzing data to make informed decisions on group placement and/or promotion/retention. Areas of weakness based on student data also included choosing appropriate interventions, differentiating instruction, and planning lessons.</p> <p>Trends and patterns of weaknesses also included lack of a process for collaboratively analyzing assessment results for adjusting instruction, providing feedback to students on their performance (standards and learning targets), communicating clear learning targets and success criteria aligned to curriculum, inconsistent implementation of timely, systematic, data-driven interventions, and inadequate student self-monitoring processes.</p> <p>Trends or patterns of strengths at ACPS included increased technology usage, teacher collaboration, alignment of resources with the intended rigor of the standards, and relationship building to foster the success of students and staff. Some teachers also provided students with a supportive learning environment that was academically challenging and conducive to learning.</p> |
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| <p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Trends and patterns reflected that administrators are doing a good job at ACPS. Administrators consistently build and sustain relationships that foster success for students and staff. They initiate and manage change to improve staff performance and student learning. Administrators use systems such as TKES (formal observations and walk-throughs), surveys, and routine classroom visits to ensure that effective instruction is taking place.</p> <p>Another trend that has continued at ACPS is implementation of leadership teams to help with the decision-making process of the school. Administrators are strong supporters of all staff and students at ACPS.</p> <p>Some stakeholders are in agreement, though, that administrators could encourage more decision-making and problem-solving skills within the school.</p> |
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Strengths and Challenges Based on Trends and Patterns

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| <p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Trends and patterns of weaknesses at ACPS reflected that teachers want more input regarding the professional learning they receive. Teachers also want to receive feedback consistently, and in a timely manner, to improve their teaching practices. Teachers do not feel that resources are allocated appropriately to support and sustain effective professional development. Also, administrators could offer more professional learning designs to support the various learning needs of the staff.</p> <p>Trends and patterns of strengths at ACPS included establishment of a culture of collaboration among administrators and staff to enhance individual and collective performance and defining expectations for implementing professional learning.</p> |
| <p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>ACPS continues to follow the guidelines set in Section 1116 of ESSA which places a greater emphasis on Parent and Community Engagement. Family and community involvement has increased at ACPS, and greater plans are in place to continue this trend in the future. It is the mission of ACPS to provide an environment that welcomes, encourages, and connects family and community members to the school at all times. There are structures in place that promote clear and open communication between the school and all stakeholders. Examples are as follows: Interpreters are available upon request. Important documents are sent home in the parent's home language. Events are scheduled throughout the year to help parents understand how to teach their children at home and to familiarize parents with the daily operations of the school.</p> <p>Another pattern of strength is the belief that parents are vital stakeholders in the learning process. Parents participate in the decision-making process of the school by completing surveys and/or attending events or workshops offered by the school.</p> <p>According to Parent Surveys, ACPS provides adequate opportunities for parents to interact with their children at school and in the classroom setting. However, some parents expressed concern that family engagement opportunities need to be expanded to provide a more flexible schedule (based on parent's working hours) and more specific training in the areas of reading and math. Due to COVID-19 restrictions, face-to-face activities have been limited for the 2020-2021 school year. However, virtual learning activities have been provided for parents when possible.</p> <p>Weaknesses in trends or patterns at ACPS also included low parent attendance at parent workshops and/or conferences and language barriers among parents and staff.</p> |

Strengths and Challenges Based on Trends and Patterns

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| <p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>ACPS provides a supportive and well-managed environment that is conducive to learning. Administrators continually develop, communicate, and implement rules, practices, and procedures to maintain a safe, orderly environment for all students and staff. A culture of trust and respect has been established at ACPS which promotes a sense of community among the staff. The culture of the school also supports college and career readiness.</p> <p>Trends and patterns that are considered weaknesses at ACPS include inconsistent academically challenging learning environments and empowering students to actively monitor their own progress. More recognition and celebratory achievements are encouraged by the staff.</p> |
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| <p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Demographics at ACPS for the FY 22 school year are as follows: Total Enrollment of Students: 645 Males: 49.6% Females: 50.4% White: 53.2% African American/Black: 23.1% Hispanic: 17.5% Asian/Pacific Islander: .003% Multi-Racial: 7.1% American Indian/Alaska Native: 0% Native Hawaiian/Pacific Islander: 0% English Learners (ELs): 13.02% Students With Disabilities (SWD): 13.8% Qualified for Free Lunch: 100%</p> <p>Trends and patterns that support identification of students' needs are as follows: (1) proper testing to indicate students with disabilities, (2) analyzing testing data to determine whether or not students need extra support services, and (3) monitoring student achievement, health, and behavior on a daily basis.</p> <p>Trends and patterns that support identification of teachers' needs are as follows: (1) equitable allocation of monies to assist teachers with purchase of materials needed for instructional purposes, (2) access to translators and/or interpreters on an as-needed basis, and (3) professional development opportunities dependent upon the availability of school funds.</p> <p>Trends and patterns that support identification of leaders' needs are as follows: (1) provision of teachers and/or staff to effectively meet the needs of the school, (2) help with maintaining a safe and inviting environment that is conducive to learning and good health, and (3) proper allocation of funds to meet the needs of an ever-changing learning institution (to include increases in diversity, technology use/costs, parent workshops/activities, teacher training, instructional supplies, etc.).</p> <p>Title I funds are used for purchasing supplemental resources for teachers and students and for adding instructional staff. All monies at ACPS are closely</p> |
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Strengths and Challenges Based on Trends and Patterns

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| | <p>monitored and are spent based on the needs of the school.</p> <p>As the demographics and financial status of ACPS changes, so do the needs of the school.</p> <p>Administrators and teachers will continue to analyze data and make instructional plans for all students as needed. Students performing below grade level will continue to receive extra support services. SPED students will receive instruction under the guidance of a certified Special Education teacher. IEPs will be used to guide instruction. ELs receive 45-minute segments of instruction daily by certified ESL teachers in all content areas. Focus is placed on academic vocabulary and English Language Acquisition.</p> |
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| <p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>GKIDS 2.0 data revealed that the majority of Kindergarten students exceeded or met expectations on standards outlined by the state of Georgia.</p> <p>There were sufficient gains in English Language Proficiency among English Learners on the ACCESS from 2019-2020 to 2020-2021. In 2019-2020, 75% of English Learners in the ESOL program moved one or more proficiency bands on the ACCESS test. In 2020-2021, 75% of English Learners moved one or more proficiency bands on the ACCESS test, an increase of 15%. The ESOL program has shown increases in English Language Proficiency among English Learners from year to year. ESOL students at ACPS have consecutively out-performed GADOE's targeted percentages of English Learners who move a band or more on the ACCESS test.</p> <p>Surveys, annual data, information gleaned from collaborative and vertical alignment, and ideas from Parent Advisory/School Council Meetings are used to determine current trends (strengths and weaknesses) and patterns of the school. Committees (i.e., Leadership, Safety, Technology and Media, Climate, Professional Learning, RTI/504) are in place at all levels of the school to determine student, teacher, and leader needs; modifications are made as needed. Input from all stakeholders in the learning process at ACPS will be considered in identification of school needs, also.</p> |
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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.

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| Strengths | <p>The Special Education Department at ACPS has strengths in the areas of compliant practices, state-mandated testing participation rates, educating students with disabilities in the least restrictive environment, teacher longevity, inclusion relationships (co-teaching), common planning with grade-level peers, and timeliness with paperwork. All Special Education teachers are professionally qualified.</p> <p>Strengths in regards to the Economically Disadvantaged at ACPS include opportunities for in-house and/or After School Instructional Extension and participation in evidenced-based interventions through EIP/RTI (if qualifications are met).</p> <p>Strengths in regards to English Learners (ELs) at ACPS include common planning among ESOL teachers, a variety of instructional resources, flexible scheduling, good parent-teacher relationships, and collaboration with regular education teachers. All ESOL teachers at ACPS are ESOL endorsed. ACCESS scores have continually improved from year to year.</p> <p>Special Education, Migrant, and ESOL students have the opportunity of attending Summer School providing certain criteria are met.</p> |
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| Challenges | <p>Challenges within the Special Education program at ACPS are as follows: meeting individual student needs, time constraints for completing required paperwork, locating personnel certified in areas of need, and parental involvement in the IEP process.</p> <p>Challenges of the Economically Disadvantaged at ACPS include identification of unique academic and personal needs of students, scheduling (regular education versus pull-out/interventions), lack of parental involvement, and attendance issues.</p> <p>Challenges of English Learners (ELs) at ACPS include limited personnel available for translation, adequate time for completion of paperwork, parent-teacher communication (language barriers), and scheduling conferences (parent's work schedules).</p> |
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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

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| Overarching Need | Strategic instructional strategies are not being effectively provided in Reading to meet the needs of all learners. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | No Change |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

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| Additional Considerations | Three reading programs have been purchased to help close the achievement gap among grade levels. Reading programs were selected based on weaknesses in phonemic awareness, phonics, building vocabulary, reading with fluency, and comprehension. |
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Overarching Need # 2

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| Overarching Need | To increase proficiency in Math, teachers will create an academically challenging environment to meet the rigor of the standards through the use of vocabulary, manipulatives, and Number Talks. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 2 |

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| Additional Considerations | Teachers are encouraged to use terminology of the standards within the grade level and across grade levels. |
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Overarching Need # 3

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| Overarching Need | Professional learning will be used to strengthen families' knowledge and skills to support and extend their child's learning at home and in the community. |
| How severe is the need? | High |
| Is the need trending better or worse over time? | Unknown |
| Can Root Causes be Identified? | Yes |
| Priority Order | 3 |

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| Additional Considerations | At this time, the district is allowing face-to-face meetings; however, parental involvement activities may be tweaked due to possible COVID-19 issues. |
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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 - Strategic instructional strategies are not being effectively provided in Reading to meet the needs of all learners.

Root Cause # 1

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| Root Causes to be Addressed | Continue fidelity checks in reading to ensure that teachers implement effective differentiation for all students. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

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| Additional Responses | |
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Root Cause # 2

Root Cause # 2

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| Root Causes to be Addressed | Continue Professional Learning on how to effectively use all available data to make informed decisions in Reading. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

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| Additional Responses | |
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Root Cause # 3

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| Root Causes to be Addressed | More focus needs to be placed on phonemic awareness and phonics to bridge the gaps between grade levels using an evidence-based reading program. Currently, Heggerty and Foundations are being implemented to monitor progress with phonemic awareness and phonics. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment |

Root Cause # 3

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| Impacted Programs | Others : |
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| Additional Responses | |
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Root Cause # 4

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| Root Causes to be Addressed | Teachers should participate in peer observations to build a repertoire of strategies for teaching different concepts in the content area of Reading. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

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| Additional Responses | ACPS is participating in vertical alignment within grade levels, across grade levels, between schools, and intra-district in the content area of Reading. |
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Overarching Need - To increase proficiency in Math, teachers will create an academically challenging environment to meet the rigor of the standards through the use of vocabulary, manipulatives, and Number Talks.

Root Cause # 1

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| Root Causes to be Addressed | Continue Professional Learning on using data for math instruction that challenges individual students through progression of the standards. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

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| Additional Responses | |
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Root Cause # 2

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| Root Causes to be Addressed | Teachers needs to effectively use all available math data to support student achievement and drive instructional practices. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

Root Cause # 2

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| Additional Responses | |
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Root Cause # 3

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| Root Causes to be Addressed | Utilize flexible grouping, manipulatives, and Number Talks for instructional purposes. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

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| Additional Responses | |
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Root Cause # 4

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| Root Causes to be Addressed | Teachers should participate in peer observations to build a repertoire of strategies for teaching different concepts in the content area of Math. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and |

Root Cause # 4

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| Impacted Programs | 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 Title IV, Part A - Student Support and Academic Enrichment Others : |
|-------------------|--|

| | |
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| Additional Responses | ACPS is participating in vertical alignment within grade levels, across grade levels, between schools, and intra-district in the content area of Math. |
|----------------------|--|

Overarching Need - Professional learning will be used to strengthen families' knowledge and skills to support and extend their child's learning at home and in the community.

Root Cause # 1

| | |
|--|--|
| Root Causes to be Addressed | Parents must be provided training on how to improve children's study skills or language in various subjects. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|

Root Cause # 2

| | |
|--|--|
| Root Causes to be Addressed | The school must be willing to offer parent workshops and other in-house events as support for increased student achievement and English language acquisition. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

| | |
|----------------------|---------------------------|
| Additional Responses | * pending COVID-19 issues |
|----------------------|---------------------------|

Root Cause # 3

| | |
|--|--|
| Root Causes to be Addressed | The school must provide a directory of community resources and activities that link to students' learning skills. |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others : |

Root Cause # 3

| | |
|----------------------|--|
| Additional Responses | |
|----------------------|--|



School Improvement Plan 2021 - 2022



**Appling County
Appling County Primary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|-------------|-------------------------------|
| District | Appling County |
| School Name | Appling County Primary School |
| Team Lead | Shelly S. Roppe |

| 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 |

| 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) |

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

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|---|---|
| Overarching Need as identified in CNA Section 3.2 | Strategic instructional strategies are not being effectively provided in Reading to meet the needs of all learners. |
| Root Cause # 1 | Continue fidelity checks in reading to ensure that teachers implement effective differentiation for all students. |
| Root Cause # 2 | Continue Professional Learning on how to effectively use all available data to make informed decisions in Reading. |
| Root Cause # 3 | More focus needs to be placed on phonemic awareness and phonics to bridge the gaps between grade levels using an evidence-based reading program. Currently, Heggerty and Foundations are being implemented to monitor progress with phonemic awareness and phonics. |
| Root Cause # 4 | Teachers should participate in peer observations to build a repertoire of strategies for teaching different concepts in the content area of Reading. |
| Goal | In the 2022-2023 school year, students will show an increase of 3% from pre-to-post on the STAR 360 Reading Assessment in grades First and Second and a 3% from pre-to-post on STAR 360 in Early Literacy for Kindergarten. |

Action Step # 1

| | |
|-------------|---|
| Action Step | <p>Instructional Strategies</p> <ul style="list-style-type: none"> •Provide differentiated phonics-based instruction using a research-based reading program •Utilize leveled reading materials to differentiate and meet the diverse needs of all readers in K-2 •Utilize science and social studies magazines, newspapers, books, and digital/technology/app resources and incorporate STEM activities to enhance reading proficiency in content areas. •Teach vocabulary in all academic disciplines selecting resources or strategies appropriate for student’s instructional levels •Provide instruction on higher order thinking and reading for information through extended activities in all academic areas •Support writing instruction using Thinking Maps •Integrate Science and Social Studies into the ELA block <p>Resources:</p> <p>Technology: Hardware, Infrastructure, Digital Learning Platforms, Devices, Software Licenses, Apps, new computers, cameras, speakers, microphones, Clear Touch Boards, Google Classroom, STAR 360, etc.)</p> <p>Paraprofessionals for flexible groups and student support</p> <p>Instructional Support Specialist for Professional Learning/Teacher-Parent Support</p> <p>Instructional research-based programs to support student learning</p> <p>Supplemental Resources and instructional materials (resource books, manipulatives, chart</p> |
|-------------|---|

Action Step # 1

| | |
|--|---|
| Action Step | paper, markers, etc.) Jam Software Casper Suite |
| 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 Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Lesson Plans Collaborative agenda, minutes, and sign in sheets Focus Walk-throughs looking for specific instructional strategies Formal Observations Data Reports (STAR 360, Freckle, report cards, etc.) |
| Position/Role Responsible | Principal Assistant Principal Instructional Support Specialist |
| Timeline for Implementation | Weekly |

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

Action Step # 1

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

Action Step # 2

| | |
|-----------------|---|
| Action Step | <p>Data Disaggregation</p> <ul style="list-style-type: none"> •Monitor Lexile growth of each student using STAR 360 Assessments and recreational reading •Increase Lexile scores for GR1,360L, GR2,535L & prepare K-2 students with a firm reading foundation •Disaggregate reading data (STAR 360/Fluency Checks) to determine weaknesses and use data to drive instruction •Monitor progress through Tiers of Intervention for at-risk students <p>Resources:</p> <p>Technology: Hardware, Infrastructure, Digital Learning Platforms, Devices, Software Licenses, Apps, new computers, cameras, speakers, microphones, Clear Touch Boards, Google Classroom, STAR 360, etc.)</p> <p>Instructional Support Specialist for Professional Learning/Teacher-Parent Support</p> <p>Instructional research-based programs to support student learning</p> <p>Supplemental Resources and instructional materials (resource books, manipulatives, chart paper, markers, etc.)</p> |
| Funding Sources | <p>Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA</p> |
| Subgroups | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p> |
| Systems | <p>Coherent Instruction Effective Leadership Professional Capacity</p> |

Action Step # 2

| | |
|--|--|
| Systems | Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Agendas, minutes, and sign in sheets from data meetings Technology usage reports Data Reports (STAR 360, Freckle, etc.) Focus Walk-throughs - differentiation based on data |
| Position/Role Responsible | Principal Assistant Principal Instructional Support Specialist |
| Timeline for Implementation | Monthly |

| | |
|--|---|
| 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)? | Community Partnerships: <ul style="list-style-type: none"> ● School Council Members-Meetings ● PTO Members-Meetings |
|--|---|

Action Step # 3

| | |
|-------------|--|
| Action Step | <p>Collaboration & Professional Learning</p> <ul style="list-style-type: none"> •Utilize Instructional Support Specialist to support/assist teachers in implementing reading resources with fidelity, analyzing data, and selecting best practices to improve students’ progress •Continue to utilize cooperative learning strategies such as Kagan Structures •Weekly collaboration with grade level groups, inclusion teachers, administration, and Instructional Support Specialist to develop and/or modify learning plans •Administer Annual Needs Assessment Survey of Staff •Administer Annual Needs Assessment Survey of Parents for all Federal Programs •Retain only professionally qualified teachers <p>Resources:</p> <p>Technology: Hardware, Infrastructure, Digital Learning Platforms, Devices, Software Licenses, Apps, new computers, cameras, speakers, microphones, Clear Touch Boards, Google Classroom, STAR 360, etc.)</p> <p>Instructional Support Specialist for Professional Learning/Teacher-Parent Support</p> <p>Instructional research-based programs to support student learning</p> <p>Supplemental Resources and instructional materials (resource books, manipulatives, chart paper, markers, etc.)</p> |
|-------------|--|

Action Step # 3

| | |
|--|--|
| Action Step | Professional Learning Resources (chart paper, markers, books related to concept, etc.) |
| Funding Sources | Title I, Part A Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Agendas, minutes, and sign in sheets from PL Lesson Plans Focus walk-throughs looking for implementation of PL Formal Observations |
| Position/Role Responsible | Principal Assistant Principal Instructional Support Specialist |
| Timeline for Implementation | Weekly |

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

Action Step # 4

| | |
|---|--|
| <p>Action Step</p> | <p>Scheduling</p> <ul style="list-style-type: none"> •Provide 120 minutes per day for ELA instruction •Utilize paraprofessionals for providing school-wide flexible group schedules •Provide Instructional Extension Program •Provide weekly enrichment instruction with a gifted endorsed teacher •Provide English academic instruction to students that qualify for ESOL services •Provide Early Intervention Services (EIP) for students who qualify using the EIP Checklist •Provide extended learning through technology programs <p>Resources:</p> <p>Technology: Hardware, Infrastructure, Digital Learning Platforms, Devices, Software Licenses, Apps, new computers, cameras, speakers, microphones, Clear Touch Boards, Google Classroom, STAR 360, etc.)</p> <p>Paraprofessionals for flexible groups and student support</p> <p>Instructional Support Specialist for Professional Learning/Teacher-Parent Support</p> <p>Instructional research-based programs to support student learning</p> <p>Supplemental Resources and instructional materials (resource books, manipulatives, chart paper, markers, etc.)</p> |
| <p>Funding Sources</p> | <p>Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA</p> |
| <p>Subgroups</p> | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p> |
| <p>Systems</p> | <p>Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment</p> |
| <p>Method for Monitoring Implementation and Effectiveness</p> | <p>Lesson Plans Focus Walk Through Observations Formal Observations Technology Usage Reports</p> |
| <p>Position/Role Responsible</p> | <p>Principal Assistant Principal Instructional Support Specialist</p> |

Action Step # 4

| | |
|-----------------------------|--------|
| Timeline for Implementation | Weekly |
|-----------------------------|--------|

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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)? | |
|--|--|

Action Step # 5

| | |
|-----------------|---|
| Action Step | <p>Parent Engagement & Communication</p> <ul style="list-style-type: none"> •Communicate with parents/guardians regarding student classroom performance via notes, letters, emails, progress reports, & report cards <p>Resources:</p> <p>Instructional Support Specialist for Professional Learning/Teacher-Parent Support</p> <p>Instructional Research-based programs to support student learning</p> <p>Meeting Supplies (chart paper, markers, presenter, translator, child care, hand outs, snacks, etc.)</p> <p>Technology Meeting Supplies (computer, speakers, microphone, projector, etc.)</p> |
| Funding Sources | <p>Title I, Part A</p> <p>Title I, Part C</p> <p>Title III, Part A</p> <p>Title V, Part B</p> <p>IDEA</p> <p>McKinney-Vento</p> |
| Subgroups | <p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p> |
| Systems | <p>Coherent Instruction</p> <p>Effective Leadership</p> <p>Professional Capacity</p> <p>Family and Community Engagement</p> |

Action Step # 5

| | |
|--|--|
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Agenda, minutes, and sign in sheets from parent meetings & workshops Parent-Teacher Contact Logs |
| Position/Role Responsible | Principal Assistant Principal Instructional Support Specialist School Parent Engagement Coordinator |
| Timeline for Implementation | Monthly |

| | |
|--|--|
| 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)? | |
|--|--|

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

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|---|--|
| Overarching Need as identified in CNA Section 3.2 | To increase proficiency in Math, teachers will create an academically challenging environment to meet the rigor of the standards through the use of vocabulary, manipulatives, and Number Talks. |
| Root Cause # 1 | Continue Professional Learning on using data for math instruction that challenges individual students through progression of the standards. |
| Root Cause # 2 | Teachers needs to effectively use all available math data to support student achievement and drive instructional practices. |
| Root Cause # 3 | Utilize flexible grouping, manipulatives, and Number Talks for instructional purposes. |
| Root Cause # 4 | Teachers should participate in peer observations to build a repertoire of strategies for teaching different concepts in the content area of Math. |
| Goal | In the 2022-2023 school year, students will show a 3% increase from pre-to-post on the STAR 360 Math Assessment in grades First and Second and a 3% increase from pre-to-post in Early Literacy for Kindergarten.. |

Action Step # 1

| | |
|-------------|---|
| Action Step | <p>Instructional Strategies</p> <ul style="list-style-type: none"> •Continue a digital foundational math program (GO Math) for grades 1 & 2 with adaptive technology and standards-based instruction for K, intensive intervention, and acceleration for all students. •Utilize math manipulatives and grade-level material for differentiation of instruction through small groups •Continue to use the terminology of grade-level standards •Continue building number sense and math skills using Number Talks •Provide instruction on higher order thinking and problem solving skills •Provide extended learning through a variety of technology programs such as Moby Max, Flipcharts, and other resources •Continue to utilize Thinking Maps <p>Resources:</p> <ul style="list-style-type: none"> •Technology: Hardware, Infrastructure, Digital Learning Platforms, Devices, Software Licenses, Apps (such as, new computers, cameras, speakers, microphones, Clear Touch Boards, Google Classroom, STAR, etc.) •Paraprofessionals for flexible groups and student support •Instructional Support Specialist for Professional Learning/Teacher-Parent Support •Instructional Research-based programs to support student learning •Supplemental Resources and instructional materials (resource books, manipulatives, chart paper, markers, etc.) •Jam Software Casper Suite |
|-------------|---|

Action Step # 1

| | |
|--|---|
| Funding Sources | Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA McKinney-Vento |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Lesson Plans Collaborative agenda, minutes, and sign in sheets Focus Walk-throughs looking for specific instructional strategies Formal Observations Data Reports (STAR 360, Freckle, report cards, etc.) |
| Position/Role Responsible | Principal Assistant Principal Instructional Support Specialist |
| Timeline for Implementation | Weekly |

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

Action Step # 2

| | |
|--|---|
| Action Step | <p>Data Disaggregation</p> <ul style="list-style-type: none"> •Disaggregate math data to determine weaknesses & use information to address students' learning needs •Continue to monitor progress and provide research-based interventions (RTI) for at-risk students •Technology: Hardware, Infrastructure, Digital Learning Platforms, Devices, Software Licenses, Apps, new computers, cameras, speakers, microphones, Clear Touch Boards, Google Classroom, STAR 360, etc.) •Instructional Support Specialist for Professional Learning/Teacher-Parent Support •Instructional research-based programs to support student learning •Supplemental Resources and instructional materials (resource books, manipulatives, chart paper, markers, etc.) |
| Funding Sources | <p>Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA</p> |
| Subgroups | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p> |
| Systems | <p>Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment</p> |
| Method for Monitoring Implementation and Effectiveness | <p>Agendas, minutes, and sign in sheets from data meetings Technology usage reports Data Reports (STAR 360, Freckle, etc.) Focus Walk-throughs - based on data findings</p> |
| Position/Role Responsible | <p>Principal Assistant Principal Instructional Support Specialist</p> |
| Timeline for Implementation | <p>Weekly</p> |

Action Step # 2

| | |
|--|---|
| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | <p>Community Partnerships:</p> <ul style="list-style-type: none"> ● School Council Members-Meetings ● PTO Members-Meeting |
|--|---|

Action Step # 3

| | |
|-----------------|--|
| Action Step | <p>Collaboration and Professional Learning</p> <ul style="list-style-type: none"> ● Utilize Instructional Support Specialist to support/assist teachers in implementing math resources, analyzing data, and selecting best practices to improve students’ progress ● Continue cooperative learning strategies such as Kagan Structures ● Annual Needs Assessment Survey of Staff ● Annual Needs Assessment Survey of Parents for all Federal Programs ● Retain only professionally qualified teachers ● Continue weekly collaboration with grade level groups, inclusion teachers, administration, and Instructional Support Specialist to develop and/or modify learning plans <p>Resources:</p> <ul style="list-style-type: none"> ● Technology: Hardware, Infrastructure, Digital Learning Platforms, Devices, Software Licenses, Apps, new computers, cameras, speakers, microphones, Clear Touch Boards, Google Classroom, STAR 360, etc.) ● Instructional Support Specialist for Professional Learning/Teacher-Parent Support ● Instructional research-based programs to support student learning ● Supplemental Resources and instructional materials (resource books, manipulatives, chart paper, markers, etc.) ● Professional Learning Resources (chart paper, markers, books related to concept, etc.) |
| Funding Sources | <p>Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA McKinney-Vento</p> |
| Subgroups | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p> |

Action Step # 3

| | |
|--|---|
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Agendas, minutes, and sign in sheets from PL Lesson Plans Focus walk-throughs looking for implementation of PL Formal Observations |
| Position/Role Responsible | Principal Assistant Principal Instructional Support Specialist |
| Timeline for Implementation | Weekly |

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

Action Step # 4

| | |
|-------------|---|
| Action Step | <p>Scheduling</p> <ul style="list-style-type: none"> •Provide 60 minutes per day for math instruction and 35 minutes per week in Math Lab •Utilize paraprofessionals for providing school-wide flexible group schedules •Provide Instructional Extension Program •Provide one day a week enrichment instruction with a gifted endorsed teacher •Provide EL students with remediation/enrichment of academic vocabulary in the area of mathematics using a variety of modalities •Provide Early Intervention Services (EIP) for students who qualify using the EIP checklist •Provide extended learning through technology programs <p>Resources:</p> <ul style="list-style-type: none"> •Technology: Hardware, Infrastructure, Digital Learning Platforms, Devices, Software Licenses, Apps, new computers, cameras, speakers, microphones, Clear Touch Boards, Google Classroom, STAR 360, etc.) •Paraprofessionals for flexible groups and student support •Instructional Support Specialist for Professional Learning/Teacher-Parent Support |
|-------------|---|

Action Step # 4

| | |
|--|---|
| Action Step | <ul style="list-style-type: none"> •Instructional research-based programs to support student learning •Supplemental Resources and instructional materials (resource books, manipulatives, chart paper, markers, etc.) |
| 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 N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Lesson Plans Focus Walk-Through Observations Formal Observations Technology Usage Reports |
| Position/Role Responsible | Principal Assistant Principal Instructional Support Specialist |
| Timeline for Implementation | Weekly |

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

Action Step # 5

| | |
|--|--|
| Action Step | <p>Parent Engagement and Communication</p> <ul style="list-style-type: none"> •Communicate with parents /guardians regarding their child’s classroom performance <p>Resources:</p> <ul style="list-style-type: none"> •Instructional Support Specialist for Professional Learning/Teacher-Parent Support •Instructional research-based programs to support student learning •Meeting Supplies (chart paper, markers, presenter, translator, child care, hand outs, snacks, etc.) •Technology Meeting Supplies (computer, speakers, microphone, projector, etc.) |
| Funding Sources | <p>Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA</p> |
| Subgroups | <p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p> |
| Systems | <p>Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment</p> |
| Method for Monitoring Implementation and Effectiveness | <p>Agendas, minutes, and sign in sheets from parent meetings & workshops Parent-Teacher Contact Logs</p> |
| Position/Role Responsible | <p>Principal Assistant Principal Instructional Support Specialist</p> |
| Timeline for Implementation | <p>Monthly</p> |

| | |
|---|--|
| <p>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)?</p> | |
|---|--|

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

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|---|--|
| Overarching Need as identified in CNA Section 3.2 | Professional learning will be used to strengthen families' knowledge and skills to support and extend their child's learning at home and in the community. |
| Root Cause # 1 | Parents must be provided training on how to improve children's study skills or language in various subjects. |
| Root Cause # 2 | The school must be willing to offer parent workshops and other in-house events as support for increased student achievement and English language acquisition. |
| Root Cause # 3 | The school must provide a directory of community resources and activities that link to students' learning skills. |
| Goal | In the 2022-2023 school year, there will be an increase in the number of teacher/parent contacts documented on Infinite Campus from first semester to second semester. |

Action Step # 1

| | |
|-----------------|---|
| Action Step | <p>Parent Engagement and Communication:</p> <ul style="list-style-type: none"> •Continue to inform parents of grade-level standards •Continue building parent relationships through professional learning opportunities in the school environment to use in the home •Utilize Instructional Support Specialist and teachers to support/assist parents in implementing research-based practices in content areas for use at home •Promote parent/teacher communication between school and home •Continue to provide technology apps/links for home use •Communicate with parents/guardians regarding their child’s classroom performance •Continue to familiarize parents with strategies utilized in the classroom to help increase student achievement •Continue to provide interpreters as needed •Administer in-house surveys for parent input •Administer Annual Needs Assessment Survey of Parents for all Federal Programs <p>Resources:</p> <ul style="list-style-type: none"> •Instructional Support Specialist for Professional Learning/Teacher-Parent Support •Instructional research-based programs to support student learning •Meeting Supplies (chart paper, markers, presenter, translator, child care, hand outs, snacks, etc.) •Technology Meeting Supplies (computer, speakers, microphone, projector, etc.) |
| Funding Sources | <p>Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA</p> |

Action Step # 1

| | |
|--|--|
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Agendas, minutes, and sign in sheets from parent meetings & workshops Parent-Teacher Contact Logs |
| Position/Role Responsible | Principal Assistant Principal Instructional Support Specialist |
| Timeline for Implementation | Monthly |

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

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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| <p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p> | <p>Appling County Primary School (ACPS) includes a wide variety of stakeholders in determining activities that are used to improve student achievement. Processes are in place to promote the involvement of parents, community members, staff members, and students in various aspects of school improvement and other important initiatives in the school and district. Surveys are completed by parents and staff members to gather information regarding the strengths and weaknesses of the school. This information is used along with demographics, student performance, and other data to create the School Improvement Plan (SIP) and to enhance decision making among stakeholders. Leadership teams are created at the school level to include representatives from the following groups: parents, community, administrators, teachers, and paraprofessionals. Specific strategies, time lines, resources, funding sources, and individuals responsible are also identified as part of plan development. The School Improvement Plan is shared with all staff members to provide opportunities for additional review, input, and revision as needed. Community and parent stakeholders are also included in the process of providing additional feedback. The School Improvement Plan is a "living" document and can be amended as needed, depending on the needs of the school. ACPS encourages community partners to participate in career days and other school events to create awareness of the opportunities for post-secondary education and the work force. Parents who own or work in businesses are encouraged to participate in Career Day at ACPS. ACPS supports ideas and activities related to College and Career Readiness.</p> |
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| <p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p> | <p>Student and teacher performance data are reviewed by administrators while class schedules are developed for the upcoming year. A new program called Classroom Composer is used by administrators to effectively and efficiently place students for equitable purposes. When building classes, considerations are made for at-risk students, students with disabilities, students' academic ability, and students with behavior problems. At-risk students are provided with on-going academic support from professionally qualified teachers in reading and/or math. Teachers may be shifted by administrators so that students are served in the best learning environment possible as described in the school contract. Teachers are strongly encouraged to familiarize themselves with the needs of the students and tailor instruction accordingly. Data are systematically reviewed to plan and provide supplemental instruction as needed. Ineffective teachers, based on classroom performance observations through the TKES Observation Platform, are placed on a Professional Development Plan (PDP) and are closely monitored by administration during the year. Teachers are hired based on criteria established by the local district; they must also undergo a formal interview with a panel of educators.</p> |
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| | <p>Mentor teachers are provided for beginning teachers as a support system, both academically and emotionally. Inexperienced teachers also visit classrooms of veteran teachers for help with classroom management and instruction.</p> |
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| <p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>ACPS teachers work collaboratively to align instruction with the Georgia Standards of Excellence in all content areas. Teachers participate in weekly collaborative planning to develop lesson plans, review data, and identify areas of strengths and weaknesses for all students.</p> <p>ACPS uses research-based reading programs that focuses on phonemic awareness, phonics, word recognition, fluency, and comprehension (for Lexile purposes). Students that exhibit difficulty with phonemic awareness and phonics receive an additional round of intensive instruction.</p> <p>At-risk students who are performing at or below the 35th percentile on STAR 360 assessments, and/or meet additional guidelines, receive supplemental, pull-out instruction (EIP) by certified teachers. These teachers use research-based strategies, technology support, and hands-on applications to meet each student's needs in the areas of reading and/or math. If students are still unsuccessful with additional support, they are provided with research-based interventions through the Tiers of Intervention. These students are progress-monitored and referred for psychological testing if adequate growth does not occur.</p> <p>Students with academic needs are provided small group and individualized instruction through a system-wide tiered model. Staff received professional learning on the Foundations and Wilson Reading Program.</p> <p>In mathematics, teachers utilize standards-based instruction. Teachers incorporate the Georgia Standards of Excellence into daily instruction; a curriculum map and math units help to drive instruction. Students are exposed to whole group instruction as well as small group instruction for hands-on learning and/or differentiation. Technology programs are also used to monitor student performance in math. Teachers monitor student progress for remediation. There are additional math technology programs at ACPS that teachers can use for enrichment and/or remediation purposes. Number Talks is also used as a daily part of math instruction.</p> <p>At-risk, neglected, and delinquent students are provided with support from the school counselor, Mental Health Counselor, and outside agencies for emotional needs. Tiers of Intervention for behavioral/emotional needs and/or academics are in place for students who display characteristics of concern. These students also receive academic support (accommodations) in the regular education classroom, as needed. 504 plans are in place for students who need additional support medically, academically, and/or emotionally.</p> <p>Migrant and ESOL students are served through the ESOL program if screening indicates qualification of services. Students are served in a pull-out model five</p> |
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| | <p>days a week for 45 minutes. Additional services are provided for Migrant students via Migrant Support Staff.</p> |
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| <p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p> | <p>Not Applicable</p> |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> | <p>Appling County Primary School hosts a Pre-Kindergarten Orientation and Open House for upcoming Pre-K students. These events allow teachers and/or administrators to explain grade-level expectations to both parents and students. Following the Orientation, parents and students are allowed to formally meet the Pre-K teacher in his/her classroom. Any questions about the Pre-K program are answered at this time by certified personnel.</p> <p>Kindergarten teachers host a Pre-Kindergarten Transition Orientation to inform parents of expectations for the upcoming Kindergarten year. A Power Point has been collaboratively designed to outline expectations in the areas of Reading, Math, and Social/Emotional Development. State attendance requirements are also discussed. Any questions about Kindergarten are answered at this time by certified personnel.</p> <p>Appling County Primary School's second grade students attend a "Shadow Day" hosted by Appling County Elementary School. Students visit classrooms and listen to third grade expectations given by the teachers. Then, they take a tour of the school.</p> <p>ACES, our adjoining school, also hosts a Transition Night to familiarize parents and students with third grade expectations (as well as 4th and 5th grade expectations).</p> <p>Teachers at ACPS undergo professional development for vertical alignment, under the guidance of the Instructional Support Specialist, to help close the achievement gap between grade levels. Vertical alignment occurs within grade levels, across grade levels, between schools, and intra-district.</p> <p>Administrators and ISS personnel from ACPS and ACES meet once a month to discuss academic expectations from school to school.</p> |
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| <p>6 If applicable, describe how the school 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 interest and</p> | <p>Not Applicable</p> |
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| <p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p> | <p>Appling County Primary School uses Class Dojo or daily behavior logs as a means to handle daily classroom behaviors. Class Dojo allows teachers to reward points for positive behaviors, deduct points for negative behaviors, and keep parents informed of student classroom behavior on a daily basis. Reward systems are in place for good behavior; students are consistently recognized for following classroom rules as well as overall school rules (recess behavior, lunchroom behavior, behavior in Resource classrooms, etc.).</p> <p>Minor discipline infractions are handled in the classroom by certified staff members. Discipline is fair and equitable for all students. Students are seldom removed from the classroom as not to impede academic instruction. Students with serious offenses are referred to administrators for discipline. Administrators issue consequences based on a tiered disciplinary system included in the student handbook as well as discipline guidelines outlined by the Georgia Department of Education. Administrators use a reporting tool, Infinite Campus, for tracking student discipline. Administrators can track disciplinary data incidences to determine if there are a large number of discipline issues among particular students. Discipline reports are also analyzed by administrators to ensure that there is no bias towards any race, gender, nationality, or ability.</p> <p>Students with academic needs are provided small group and individualized instruction through a system-wide tiered model. Staff received professional learning on the Foundations and Wilson Reading Program.</p> <p>Students with behavior problems are placed in Tiers of Intervention as a precursor for combating discipline issues. Systems such as check-in--check-out are in place for monitoring student behavior. Positive reinforcement is provided for good behavior by teachers and/or administrators. Parents are included in the RtI process for both academics and behavior.</p> <p>The Appling County School System contracts with Adventure Based Counseling (ABC). ABC therapy is provided to students with disabilities that also exhibit major behavior difficulties. Additionally, IDEA funds are in place for students with disabilities that exhibit significant behavior issues while at school. These funds are available upon completion of a Functional Behavior Analysis (FBA) by certified teachers of record; a Behavior Intervention Plan (BIP) is also put in place to monitor behavior over time.</p> |
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ADDITIONAL RESPONSES

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| 8 Use the space below to provide additional narrative regarding the school's improvement plan | None |
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