Comprehensive Needs Assessment
2023 - 2024 District Report

Appling County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Janet Goodman/Mrs. Debra Lawrence
Multiple Program(s)	Federal Programs Director	Dr. Norma Nunez-Cortes
Multiple Program(s)	Curriculum Director	Mrs. Debra Lawrence
Multiple Program(s)	School Leader (#1)	Mrs. Cornelia Mack
Multiple Program(s)	School Leader (#2)	Mrs. Wendy Powell
Multiple Program(s)	Teacher Representative (#1)	Mrs. Sharon Flowers
Multiple Program(s)	Teacher Representative (#2)	Dr. Pamela Johnson
McKinney-Vento Homeless	Homeless Liaison	Dr. Kandiss Taylor
Neglected and Delinquent	N&D Coordinator	Dr. Norma Nunez-Cortes
Rural	REAP Coordinator	Dr. Norma Nunez-Cortes
Special Education	Special Education Director	Mrs. Pam Thomas
Title I, Part A	Title I, Part A Director	Dr. Norma Nunez-Cortes
Title I, Part A	Family Engagement Coordinator	Mr. David Williams
Title I, Part A - Foster Care	Foster Care Point of Contact	Dr. Kandiss Taylor
Title II, Part A	Title II, Part A Coordinator	Dr. Norma Nunez-Cortes
Title III	Title III Director	Dr. Norma Nunez-Cortes
Title IV, Part A	Title IV, Part A Director	Dr. Norma Nunez-Cortes
Title I, Part C	Migrant Coordinator	Dr. Norma Nunez-Cortes

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Mrs. Debra Lawrence
Multiple Program(s)	Testing Director	Mrs. Debra Lawrence
Multiple Program(s)	Finance Director	Mrs. Adrienne Taylor
Multiple Program(s)	Other Federal Programs Coordinators	Dr. Norma Nunez-Cortes
Multiple Program(s)	CTAE Coordinator	Dr. Ryan Flowers

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Dr. Kandiss Taylor
Multiple Program(s)	Principal Representatives	Mrs. Rhonda Hollis
Multiple Program(s)	High School Counselor / Academic Counselor	Mrs. Amanda Towns
Multiple Program(s)	Early Childhood or Head Start Coordinator	Mrs. Brenda Harris
Multiple Program(s)	Teacher Representatives	Mrs. Alexis Cole
Multiple Program(s)	ESOL Teacher	Mrs. Janet Hutto
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	Dr. Norma Nunez-Cortes
21st CCLC	21st CCLC Program Director	N/A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N/A
Migrant	Preschool Teacher	N/A
Special Education	Student Success Coach (SSIP)	N/A
Title II, Part A	Human Resources Director	Mrs. Christina Robitzsch
Title II, Part A	Principal Supervisors	Dr. Janet Goodman
Title II, Part A	Professional Learning Coordinators	Mrs. Christina Robitzsch
Title II, Part A	Bilingual Parent Liaisons	Dr. Norma Nunez-Cortes
Title II, Part A	Professional Organizations	Mrs. Janine Hunter
Title II, Part A	Civil Rights Organizations	Mrs. Sebrina R. Wilkerson
Title II, Part A	Board of Education Members	Dr. Lynn Overstreet
Title II, Part A	Local Elected/Government Officials	Mrs. Santina Fryer
Title II, Part A	The General Public	Mrs. Peggy Miles
Title III	Refugee Support Service Staff	Dr. Norma Nunez-Cortes
Title III	Community Adult ESOL Providers	Dr. Norma Nunez-Cortes
Title III	Representatives from Businesses Employing Non-English Speakers	Mr. Juan Cortes
Title IV, Part A	Media Specialists/Librarians	Mrs. Melanie Howard
Title IV, Part A	Technology Experts	Mr. Greg Hanson
Title IV, Part A	Faith-Based Community Leaders	Mr. William Jackson

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	High School: Hannah Cortes, Gene Starr, Jake Howard, Jackson Hartley, Hayden Cartrette, Mikaela Walls, Timmara Smith, Nathan Carter, Ta'Liyah Smith, C.J. Sailem, Ava Johnson, Lundynn Spearman, Cindy Vasquez, Ayden Washington, Kaleb S. Carter, Axel Hernandez, Jameson Campbell, Axel Martinez, Jadaleon Reddish, and Brian Byrd
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Mr. Alejandro Godinez
Title I, Part A	Parent Representatives of Title I Students	Mrs. Cristen Floyd
Title I, Part A - Foster Care	Local DFCS Contacts	Mrs. Kacie Nencioni
Title II, Part A	Principals	Mr. Garrett Cranford
Title II, Part A	Teachers	Mrs. Amber Griffis
Title II, Part A	Paraprofessionals	Mrs. Cierra Wilcox
Title II, Part A	Specialized Instructional Support Personnel	Dr. Wade Bryant
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Mrs. Amy Rediger
Title III, Part A	Parents of English Learners	Mrs. Cristina Baltazar

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	N/A
Multiple Program(s)	Technical, College, or University Personnel	Dr. Scott Beck, GSU
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	None

Recommended and Additional Stakeholders

Program	Position/Role	Name
21st CCLC	21st CCLC Advisory Council Members	N/A
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Mrs. Elizabeth Roblero/Mrs. Vicky Emrick
Migrant	Migrant PAC Members	Mr. Eliseo Moreno
Migrant	Local Farmer, Grower, or Employer	Mr. Juan Cortes
Migrant	Family Connection Representatives	Mrs. Amy Rediger
Migrant	Local Migrant Workers or Migrant Community Leaders	Mr. Eliseo Moreno
Migrant	Farm Worker Health Personnel	Dr. Knicole Lee
Migrant	Food Bank Representatives	Mrs. Amy Rediger
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	Mrs. Angie Griffin
Migrant	ABAC MEP Consortium Staff	Mrs. Olga Contreras
Migrant	Migrant High School Equivalence Program / GED Representatives	Mrs. Olga Contreras
Migrant	College Assistance Migrant Programs	Mrs. Olga Contreras
Neglected and Delinquent	Residential Facility(ies) Director(s)	Mr. Michael Shumans
Special Education	Parents of a Student with Disabilities	Mrs. Bethany Atkins
Special Education	Parent Mentors	Mrs. Karen Tharpe
Title II, Part A	School Council Members	Mrs. Cristen Floyd

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The Appling County School System used the recommended and required stakeholders list to create a list of representatives from each school and district. This list was utilized to ensure representation of an inclusive group of stakeholders from multiple sectors to provide a varied perspective needed to complete the CNA and improvement process for all schools and all federal programs. All school hosted CNA's meetings and provided representatives to be part of the district overall CNA meeting. District Program Directors provided direction and assisted with schools' CNA process. Follow up meetings were held to review and revise information as needed to generate a final needs assessment plan for approval. The focus of these meetings, collaborations, reviews, and revisions with stakeholder representatives ensured different perspectives in improving overall district effectiveness. Three different districtwide meetings were held to accommodate working schedules and out of town stakeholders. Stakeholder group meetings were also conducted throughout the year by the district and at the school level to review important information, progress towards goals, and review and revise plans as needed. This collaboration will continue throughout the school year and focus on coordinating stakeholders and resources to implement the identified action steps.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	All district personnel received an invitation to complete surveys. Schools hosted Parent and Family Engagement Meetings. During these meetings parents were given the opportunity to complete surveys. Surveys were provided in English and Spanish. Survey results were shared with stakeholders at the District CLIP Meeting for schools to consider the results in the School Improvement Plan.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

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).

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]	College and Career Readiness Climate Surveys - Waived by GaDOE for 2023 ● Georgia Student Health Survey ● Georgia Parent Survey ● Georgia School Personnel Survey Title I, Part A Surveys ● Annual Title Parent and Family Engagement Survey ● Family Engagement Input Survey <u>Title I, Part C Surveys</u> ● Title I Part C Parent and Student Surveys <u>Title III Surveys</u> ● Title III, Part A Parent & Student Surveys Professional Learning Survey ● PL Needs Survey IDEA Surveys ● IDEA Parent Survey Other Surveys ● Annual Needs Assessment Survey of Parents (English & Spanish) ● Annual Needs Assessment Survey of Staff ● Climate Surveys ● Technology Surveys ● Faculty Surveys

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Appling County School System: Overall survey results indicate that the school environments are perceived as safe and welcoming. Strengths included having an opportunity to share feedback, give input on school improvement, open communication, variety of courses available to meet the needs of all learners and a strong relationship between schools and local business industry. ● K-5 Perception Survey Data included positive strengths in the following areas: Opportunities for feedback on school improvement plans, parent engagement activities, open communication, and welcoming environment. ● 6-8 Perception Survey Data included positive strengths in the

	following areas: Faculty work environment, Parent's appreciation for a safe environment and the variety of courses offered to all learners. Weakness: Need for additional support in the areas of Reading Comprehension, Vocabulary, Higher Order Thinking, Writing, and Mathematics as a whole. Increase technology and resources to be infused into the reading/ELA and Math Programs. Parent's noted to continue with Math and ELA as focus areas for the school. ● 9-12 Perception Survey Data included positive strengths in the following areas: Faculty work environment, Parent's appreciation for a safe environment and the variety of courses offered to all learners. Business appreciation for collaborative input and working relationships. Students appreciate the culture of the school, the commitment of the teachers and opportunities in academics and extracurricular activities. Parent's concerns continues to be social and emotional needs of students. Weakness: Faculty results were negative on the overall climate and work environment due to leadership vacancies. ● Subgroups Perception Data: Strengths: Parents indicated an appreciation for the supplemental services provided and available to students, support personnel, parent meetings and English classes. Students felt appreciated by their teachers, included in school and out-school activities. Students are highly active in extra curricular activities. Students are familiar and aware of resources related to mental health and safety. Weakness: Parents indicated that they feel hopeless with assisting their children with school work. Lack of after-school transportation limited the participation of young children. Additional bilingual personnel needed at schools. High School students were not aware that counselors were also available for other various academic opportunities such as dual enrollment, and FAFSA.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Social Emotional ● DFACS Referrals ● Counseling Referrals (Counseling Log) ● Mental Health Referrals (Mental Health Log) ● Discipline Referrals (Infinite Campus) ● Nurse Referrals (Medication Administration Record, Daily Assessment Log, Incident Reports) Diverse Population: ● Home Language Surveys ● RTI Fidelity Logs ● EIP ● 504 Plans ● McKinney-Vento Reports ● TPC ● College Experience Days

	Clubs/Extracurricular/Athletic Activities: ● STEAM ● After-school Programs ● Show Choir ● CHAMPS ● Music Programs ● Sports Participation ● FAFSA/Georgia Student Finance Nights ● 4-H ● School Clubs Other: ● CTSO Participation ● Apply to College Days ● Dual Enrollment Reports ● Attendance Reports ● Collaborative, data disaggregation, analysis, and leadership/faculty meetings ● Staff observations/evaluations (TKES and Eduphoria) ● PAC Meetings and Parent Outreach Activities

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?”)	Appling County School System: Leaders and staff members throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose in meeting the needs of staff, students, and parents. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning while meeting the social-emotional needs of all students. The district's protocol for identifying and serving different diverse and subgroup populations are followed at each school under the direct supervision of Federal Program Directors. Diverse subgroups are identified and provided with services based on the specific service that is needed/requested/mandated. Delivery of services to students and parents are monitored for fidelity, progress monitoring and/or compliance. Extracurricular have increased in the district to ensure opportunities to diverse populations, build self-stem, develop social-emotional skills, and apply learning in real-life situations. K-5: There is a considerable need for mental health providers, physical therapy, occupational therapy, nurse services and dental services for each child's well-being. These services are provided by the school counselor, school nurse, and mental health counselor. Collaboration between school personnel, other schools' personnel, outside agencies and DFACS ensures that services are provided to all students. 6-8: The process data showed that 65% of the student body participates in one or more extra curricular activity. Parent participation is still very limited. Schools will continue to seek opportunities to involve more parents in these events. 9-12: Need for students to have more work-ready skills, which is being addressed by CTAE classes. Need to integrate social and emotional learning with fidelity which is being met through the counseling

	department. Counselors reports 100 student visits while mental health counselors reports varies 40-50 students per month. Diverse sports and extracurricular activities to include a more demographic student body has been a concern by students and have been addressed by adding soccer, volleyball, Esports and bass fishing. A swim team will be added in FY24. Training and implementation that remains a need included academic competitions like Olympiad, Envirothon, and Debate which will be further addressed with the hiring of new staff. Increasing parent and family engagement partnerships will continue to be a focus. The demand for AP courses, particularly to branch into the STEAM area will also be a priority as goals to increase number of students taking AP courses remains a goal for this upcoming school year. Continue with dual enrollment opportunities to promote College and Career. Parent and Family Engagement opportunities equips parents to better assist students in the decision making process in selecting post-secondary options. Diverse Populations: Middle and High School students participate in College Experience Days five times during the years. Parent workshops provide financial and scholarship information along with workshops to increase parent involvement in student achievement. The diverse sports that have been added to the school district has increase the diverse population involvement.

What achievement data did you use?	Georgia Kindergarten Inventory of Developing Skills (GKIDS) Georgia Milestones Assessment System (GMAS) EOG & EOC Georgia Alternate Assessment 2.0 (GAA 2.0) ACCESS 2.0 and Alternate ACCESS for English Language Learners

What does your achievement data tell you?	Georgia Kindergarten Inventory of Developing Skills (GKIDS) GKIDS data shows a majority students are demonstrating or exceeding in all areas measured on the GKIDS assessment.

English Language Arts

Learning Progressions	NYA	NYD	PC	BE	EM	DV	DM	EX
Phonemic Awareness	0%	2%	4%	4%	0%	5%	30%	56%
Phonics	0%	5%	--	2%	2%	7%	35%	49%
High-Frequency Words	0%	11%	--	0%	5%	7%	33%	44%
Comprehension	0%	0%	5%	0%	9%	5%	40%	40%
Conventions of Writing	0%	0%	2%	2%	5%	18%	37%	37%
Spelling	0%	0%	--	9%	0%	9%	46%	37%
Communication of Ideas	0%	2%	0%	5%	12%	2%	49%	30%

Mathematics

Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Shapes	0%	0%	5%	0%	7%	47%	40%
Counting - Number	0%	2%	0%	7%	7%	32%	53%
Counting - Objects	0%	2%	0%	5%	9%	25%	60%
Compare	0%	2%	2%	2%	4%	51%	40%
Addition and Subtraction	0%	5%	0%	2%	9%	51%	33%

Georgia Milestone Learner Categories Defined

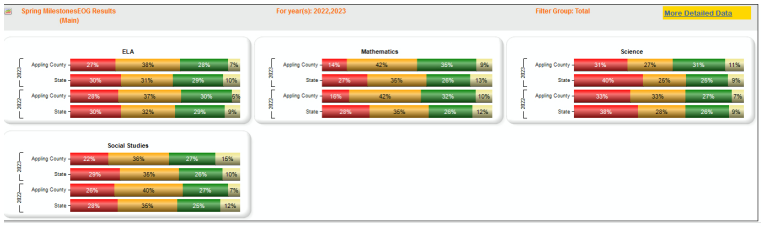
- Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. These students need

substantial academic support to be prepared for the next grade level or course and to be on tract for college and career readiness.

- Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. These students need additional academic support to be prepared for the next grade level or course and to be on tract for college and career readiness.

- Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. These students are prepared for the next grade level or course and to be on tract for college and career readiness.

- Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. These students are well prepared for the next grade level or course and to be on tract for college and career readiness.



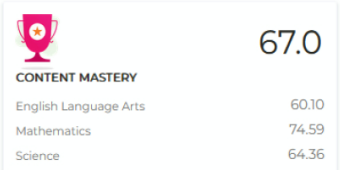
CONTENT MASTERY = 30 POINTS

ACSS FY 2023 GMAS Content Mastery Achievement Rate

Course	# Students Tested	# L1	%	# L2	%	# L3	%	# L4	%	CCRPI SCORE
3rd Grade	214	41	19.2%	81	37.9%	68	31.8%	24	11.2%	67.5%
4th Grade	250	60	24.0%	95	38.0%	73	29.2%	23	9.2%	62.0%
5th Grade	263	55	20.9%	111	42.2%	84	31.9%	11	4.2%	59.3%
ELA	727	156	21.5%	287	39.5%	225	30.9%	58	8.0%	62.7%
3rd Grade	214	19	8.9%	86	40.2%	88	41.1%	24	11.2%	78.0%
4th Grade	250	33	13.2%	88	35.2%	103	41.2%	28	11.2%	75.6%
5th Grade	263	45	17.1%	97	36.9%	89	33.8%	34	12.9%	71.7%
MATH	727	97	13.3%	271	37.3%	280	38.5%	86	11.8%	74.9%
5th Grade	263	58	22.1%	74	28.1%	105	39.9%	26	9.9%	68.8%
SCIENCE	263	58	22.1%	74	28.1%	105	39.9%	26	9.9%	68.8%

CONTENT MASTERY SCORE	% TARGE	CONTENT	SCORE	WEIGHT	CCRPI SCORE
	61.3	ELA	62.7	42.5%	26.6
	75.4	MATH	74.9	42.5%	31.8
	65.4	SCIENCE	68.8	15.0%	10.3
	68.0	TOTAL			68.8

FY22 Content Mastery



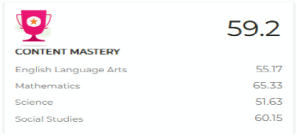
CONTENT MASTERY = 30 POINTS

ACMS FY 2023 GMAS Content Mastery Achievement Rate

Course	# Students Tested	# L1	%	# L2	%	# L3	%	# L4	%	CCRPI SCORE
6th Grade	207	68	32.9%	75	36.2%	56	27.1%	8	3.9%	51.0%
7th Grade	240	86	35.8%	82	34.2%	62	25.8%	10	4.2%	49.2%
8th Grade	254	69	27.2%	99	39.0%	61	24.0%	23	9.1%	57.1%
ELA	701	223	31.8%	256	36.5%	179	25.5%	41	5.8%	52.6%
6th Grade	207	29	14.0%	97	46.9%	70	33.8%	12	5.8%	65.9%
7th Grade	240	55	22.9%	108	45.0%	62	25.8%	14	5.8%	57.1%
8th Grade	254	28	11.0%	117	46.1%	84	33.1%	23	9.1%	69.7%
MATH	701	112	16.0%	322	45.9%	216	30.8%	49	7.0%	64.3%
8th Grade	254	104	40.9%	64	25.2%	56	22.0%	30	11.8%	52.4%
SCIENCE	254	104	40.9%	64	25.2%	56	22.0%	30	11.8%	52.4%
8th Grade	254	56	22.0%	91	35.8%	69	27.2%	38	15.0%	67.5%
SOCIAL STUDIES	254	56	22.0%	91	35.8%	69	27.2%	38	15.0%	67.5%

CONTENT MASTERY SCORE	TARGET	CONTENT	SCORE	WEIGHT	CCRPI SCORE
	56.5	ELA	52.6	37.5%	19.73
	66.4	MATH	64.3	37.5%	24.11
	53.1	SCIENCE	52.4	12.5%	6.55
	61.4	SS	67.5	12.5%	8.44
	60.4		TOTAL		58.83

FY22 Content Mastery

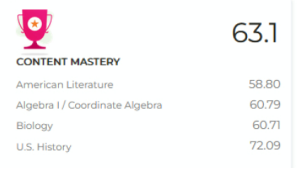


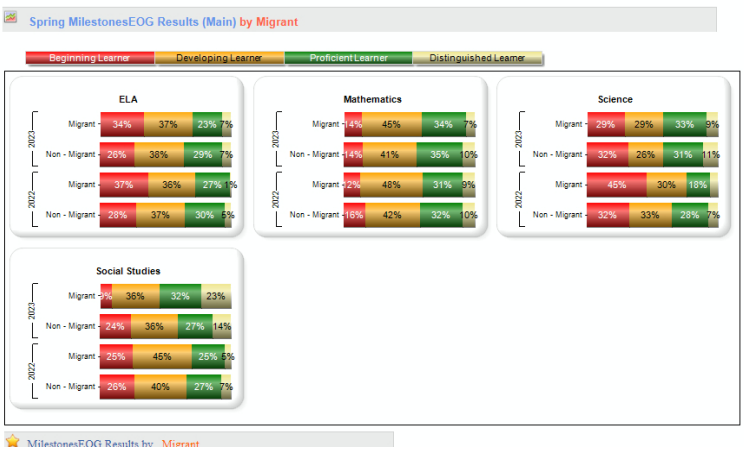
CONTENT MASTERY = 30 POINTS

ACHS FY 2023 GMAS Content Mastery Achievement Rate

Course	# Students Tested	# L1	%	# L2	%	# L3	%	# L4	%	CCRPI SCORE	TARGET
WTR AM LIT	68	19	27.9%	28	41.2%	18	26.5%	3	4.4%	53.7%	
SPR AM LIT	166	50	30.1%	61	36.7%	46	27.7%	9	5.4%	54.2%	
AM Lit TOTALS	234	69	29.5%	89	38.0%	64	27.4%	12	5.1%	54.1%	60.0
WTR ALG	40	16	40.0%	6	15.0%	15	38.0%	4	10.0%	60.5%	
SPR ALG	237	38	16.0%	91	38.4%	91	38.4%	17	7.2%	68.4%	
Alg TOTALS	277	54	19.5%	97	35.0%	106	38.3%	21	7.6%	67.1%	62.0
WTR BIOLOGY	125	47	37.6%	28	22.4%	35	28.0%	15	12.0%	57.2%	
SPR BIOLOGY	138	31	22.5%	36	26.1%	54	39.1%	17	12.3%	70.7%	
BIO TOTALS	263	78	29.7%	64	24.3%	89	33.8%	32	12.2%	64.3%	61.9
WTR US HIST	104	24	23.1%	39	37.5%	39	37.5%	2	1.9%	59.1%	
SPR US HIST	90	24	26.7%	27	30.0%	30	33.3%	9	10.0%	63.3%	
US Hist TOTALS	194	48	24.7%	66	34.0%	69	35.6%	11	5.7%	61.1%	72.9
									CONTENT MASTERY SCORE	61.6%	64.2

FY22 Content Mastery





ELA continues to be a weakness across the system with writing being the area of greatest concern.

Mathematics scores continue to increase. However, there are still too

	many developing learners. In almost all content areas on the GMAS EOG the lowest performing subgroups were SPED, ESOL, and Black. In all content areas on the GMAS EOC, the lowest performing subgroups were SWD and Black. Students served by the ESOL program have made progress. The proficiency data indicates that a majority of EL students are still acquiring the English language. Therefore, their academic performance may be lower than their peers due to their language deficit. The lack of language acquisition would likely result in the lower performance for the ESOL subgroup on the GMAS. Students served by the Migrant program score, as well as, or better than non-migrant students in Mathematics, Science, and Social Studies. Students in the Migrant program score slightly below non-migrant students in ELA.

What demographic data did you use?	Georgia 2030 Community Data GOSA Data Student Demographic Data Sub Group Data Collegeand Career Performance Index (CCRPI) Subgroup Data

What does the demographic data tell you?

FY23 Active and Withdrawn (No Pre-K)
Total Student Enrollment 3495

Ethnicity	Total Number	Percentage
Asian	17	0.49%
Black	743	21.26%
Hispanic	593	16.97%
Indian	3	0.09%
Multi	210	6.01%
White	1929	55.19%
Total Race	3495	

	Total	Percentage	Total Enrolled
EIP	512	32.00%	1600
Remedial			
ACHS	60	5.38%	1116
ACMS	183	23.49%	779
Migrant	242	6.92%	
Sped	563	16.11%	
ELL	273	7.81%	
Gifted	205	5.87%	
Vocational	750	67.20%	1116
Homeless	103	2.95%	
Retained	87	2.49%	

	The data shows a slight increase in student enrollment over the last 3 years. Ethnicity data shows that ethnic group numbers have increased over the last 3 years. Compensatory Program data also shows that enrolled numbers in those programs have also increased. Since the beginning of the school year, ACSS, has experienced the largest EL enrollment than previous years. ACSS is expanding supplemental services to meet the needs of ELs in the district.

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

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?	ACSS ensures materials and resources that support curriculum are selected by each school based on individual needs of the students. The curriculum is monitored to guarantee alignment with the Georgia Standards. Teachers work collaboratively to prepare lessons designed to improve student academic achievement. Teachers participate in job-embedded professional learning designed to meet the needs of the students they serve and to provide evidence based interventions to students that struggle with grade level content. Leaders and teachers follow protocols to analyze academic data (STAR 360, System 44, Read 180, iLearn, Beacon and GMAS) to determine student's needs. Leaders of the system are trained in the methods employed and expected by the district of teachers, such as, student engagement and cognitive thinking skill strategies. This enables administrators to understand the instruction observed in the classrooms. Student needs are identified through ongoing formative assessment that occurs daily during classroom instruction, as well as, by disaggregation of summative data that occurs at the end of a unit of study . Areas for improvement: ● Continue revising strategies to teach standards to the rigor that challenges students to use higher order thinking skills and improve implementing differentiated instruction to strengthen and excel academic performances. ● Continue assisting teachers with personalized professional learning to address teaching with clarity, understanding Lexile, integrating writing into other academics, and embedding grammar standards in reading instruction to support the whole learner. ● Ongoing content-specific professional learning that promotes strategies to increase student achievement. ● Fostering discussions and activities that promote student ownership and responsibility of learning. ● Continue methods for student engagement that positively impacts communication. ● Increase student opportunities for career exploration.

Strengths and Challenges Based on Trends and Patterns

	● Ongoing training endorsement in gifted education, ESOL, and advance placement course offerings in order to provide rigorous option for diverse learners. ● Understanding what acceleration should look like in instruction. ● Banning student cell phone use during school hours.

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?	ACSS promotes and leads the school's leadership in fostering relationships that ensures the advocacy of positive relationships with students, teachers and school leadership. In this effort, school leadership, with the support of district level, strives to sustain the success of students and teachers. Leadership implements effective rules, procedures, schedules, etc. to maximize student learning. The staff shares a common vision and mission which support student learning. Multiple data sources and ongoing support systems are used to monitor and provide additional means for improvement to all staff members. The school improvement plan is consistently monitored and adjusted to positively impact student performance. <u>Areas for improvement:</u> ● Ensuring effective data analysis and effective utilization of data analysis results are fully implemented in the classroom ● Increase teacher participation in the Aspiring Leaders Program ● Continue with effective leadership in monitoring instruction through observation and collaboration ● Continue formal and informal teacher observations by the school leadership

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?	ACSS uses a variety of data to align and define professional learning and its implementation. The district's focus has been on providing job-embedded professional learning. The diversity of students has provided a unique opportunity to differentiate professional learning for staff. TKES/LKES embedded professional learning goals and plans are used to identity needs and potential growth opportunities to support individual educators. <u>Areas of Improvement:</u> ● Ongoing training endorsement in all content areas and advance placement course offerings in order to provide rigorous option for diverse learners. ● Ongoing content-specific professional learning that promotes strategies to increase student achievement. ● Professional learning on data analysis and instructional planning capacity. ● Implementing and maintaining consistency with procedures in place.

Strengths and Challenges Based on Trends and Patterns

	● Professional learning presenters to include outside of the district agencies and/or specialist. ● Continue new teacher training to review and implement student engagement and classroom management practices. ● Increase the number of teachers participating in endorsements in gifted, advanced placement, ESOL, and reading specialist.

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?	Appling County School System will continue to follow the guidelines set forth in section 1116 of ESSA. Parent and family engagement processes and structures are in place in each school including N&D Facility. School Parent and Family Engagement Coordinators are expected to keep accurate and ongoing documentation of all parent engagement meetings and house documentation at the school. The COVID-19 Pandemic provided opportunities for School Coordinators to think outside the box to meet the needs of the families of Appling County resulting in meeting formats including virtual and face-to-face. Post COVID-19, implementation styles vary from school to school, while ensuring the the required monitoring process is consistent with the ESSA guidelines. In order to identify the needs of leaders, teachers, students, parents, and the community, surveys will continue to be used to gather feedback and recommendations in strengthening family and community engagement. Through coordinated system-wide efforts, district departments collaborate to utilize personnel, funding, and district and community resources to support the needs of school personnel, students, and families. Overall data indicated that parents feel welcomed and schools are providing more engaging parent building capacity events. Based on the annual Title I Parent and Family Engagement Survey and the Family Engagement Stakeholder Input Survey (2022-2023 - written responses), parents feel the following items would benefit parents and students in our school system: ● Parents would like more frequent communication concerning their child's academic, social, and emotional progress. Including quick feedback on assessments and newsletters with topics being covered in each subject. Respond to emails from parents. ● Send reminders in multiple formats for events (text messages was the first choice,). ● Clear expectations for students with follow through on the teachers end (examples: awards, rewards, praise for achievements, etc.).

Strengths and Challenges Based on Trends and Patterns

	● Be mindful of students that struggle and help these students understand. Notify parents prior to report cards that their child is struggling. ● Parents would like for Accelerated Reader to be used as an incentive rather than as punishment. Encourage reading and stop focusing on points (multiple responses of this nature). ● Share STAR test results every time students take the test. ● Showcase student learning at parent engagement events. ● Make sure family engagement events are relevant to student learning and will help the parent help the student at home. ● Scheduling meetings at a more convenient time. Record the meetings and post to website, social media, etc. for parents that cannot attend. ● The professional learning parents suggested for teachers, principals, leaders, and other staff were: communication with parents, challenging behavior training, student engagement, and reading/phonics. ● Parents would like training and/or assistance in the following: workshops on math and reading, how to help parents assist their child with their child's learning, and instructional materials that can be used at home.

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?	The ACSS works continuously to ensure a supportive learning environment for students, teachers, and leaders. Leaders and teachers support a learning environment where every student feels valued, included, and empowered. Teachers use appropriate teaching strategies to build and foster and inclusive learning climate that is a result of collaboration among teachers and students. The disaggregation of data, assistance from Instructional Support Specialists, and district level personnel create a climate of support and allow for the identification of needs for students, staff, teachers, and leaders.

Strengths and Challenges Based on Trends and Patterns

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?

The data shows a slight decrease in student enrollment over the last 3 years. Ethnicity data shows that ethnic group data has remained the basically the same over the last 3 years. Compensatory Program data also shows that enrolled numbers in those programs have remained basically the same.

A GOAS comparison of per pupil expenditure shows Appling is slightly below Georgia in per pupil expenditure. Appling County expends $10,350.62 as compared to the state of Georgia with a $10,427.81 per pupil expenditure.

Collaboration between all Federal Programs will continue to be important to address the unique and academic needs of students and professional development needs of teachers and school leadership.

Surveys will continue to be used in order to identify the needs of teachers, school leadership, community, parents, students.

DEMOGRAPHICS	Total Enrollment	SPED	Migrant	ESOL	Gifted	EIP
ACSS	3491	576	244	290	202	481
Fourth District Elementary School	121	15	7	9	7	24
Altamaha Elementary School	395	52	10	17	23	84
Appling County Elementary School	1204	228	105	169	40	373
Appling County Middle School	731	140	59	50	56	
Appling County High School	1040	141	63	45	76	

Strengths and Challenges Based on Trends and Patterns

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Georgia Kindergarten Inventory of Developing Skills (GKIDS) Current GKIDS summary data shows that Appling County students are holding steady in GKIDS Academic Progression in English Language Arts and Mathematics. The areas with the highest scores were phonemic awareness and phonics in ELA and compare and counting objects in mathematics.

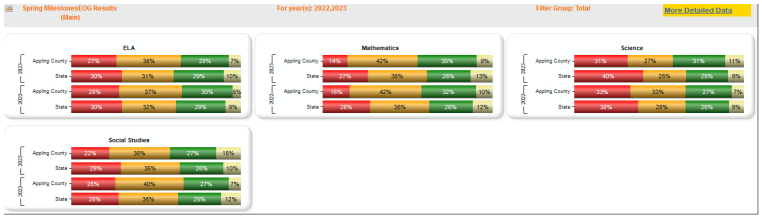
English Language Arts

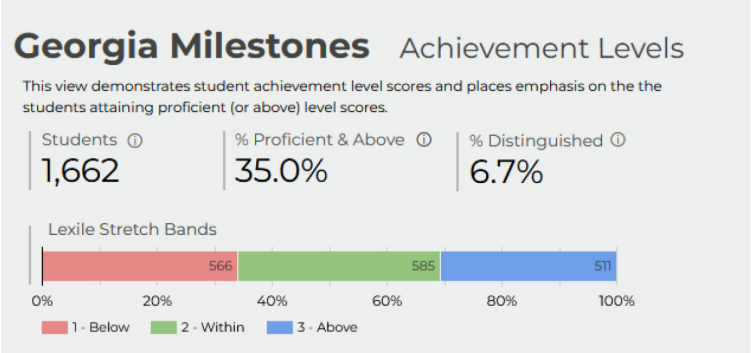
Learning Progressions	NYA	NYD	PC	BE	EM	DV	DM	EX
Phonemic Awareness	0%	2%	4%	4%	0%	5%	30%	56%
Phonics	0%	5%	--	2%	2%	7%	35%	49%
High-Frequency Words	0%	11%	--	0%	5%	7%	33%	44%
Comprehension	0%	0%	5%	0%	9%	5%	40%	40%
Conventions of Writing	0%	0%	2%	2%	5%	18%	37%	37%
Spelling	0%	0%	--	9%	0%	9%	46%	37%
Communication of Ideas	0%	2%	0%	5%	12%	2%	49%	30%

Mathematics

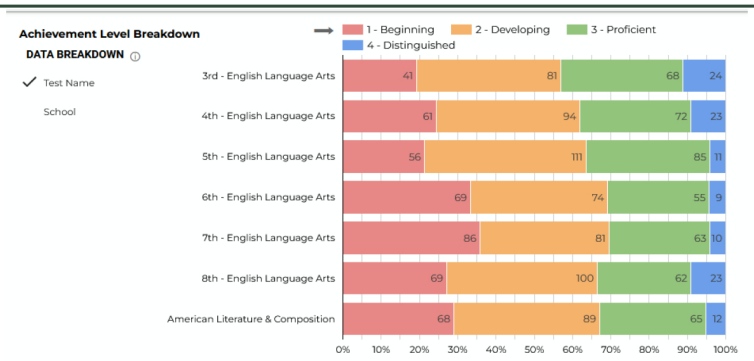
Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Shapes	0%	0%	5%	0%	7%	47%	40%
Counting - Number	0%	2%	0%	7%	7%	32%	53%
Counting - Objects	0%	2%	0%	5%	9%	25%	60%
Compare	0%	2%	2%	2%	4%	51%	40%
Addition and Subtraction	0%	5%	0%	2%	9%	51%	33%

Georgia Milestone Data



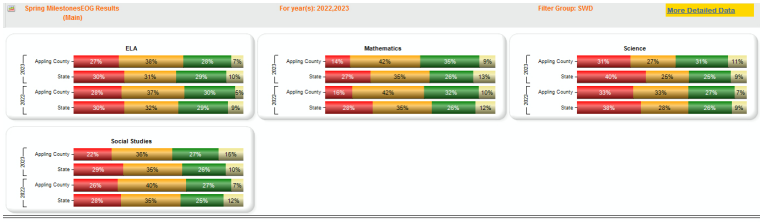


Strengths and Challenges Based on Trends and Patterns



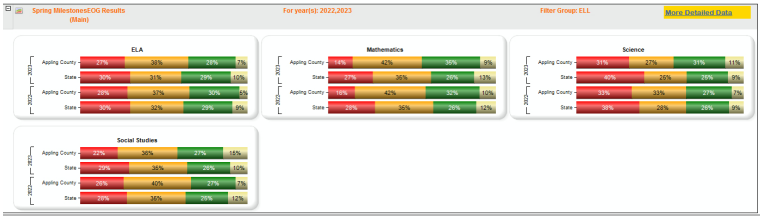
Ethnicity Data

SWD Data

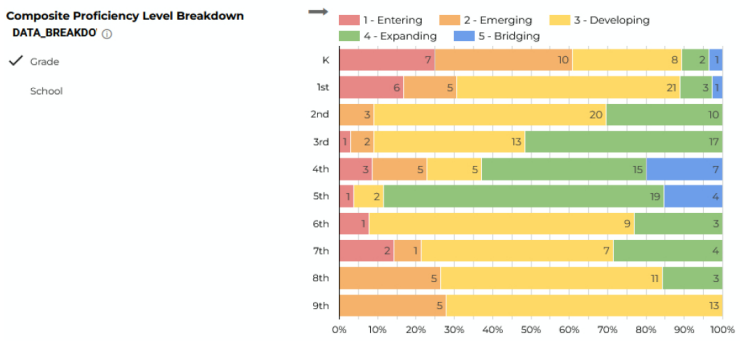


Migrant Data

ELL Data



Strengths and Challenges Based on Trends and Patterns



Current GKIDS summary data shows that Appling County students are holding steady in GKIDS Academic Progression in English Language Arts and Mathematics. The areas with the highest scores were phonemic awareness and phonics in ELA and compare and counting objects in mathematics.
Although there were good gains in ELA, ELA continues to be an area of concern. Current data, shows student Lexile scores are increasing and more students are reading within their grade level band. The subcategory of writing is inhibiting growth in ELA. Based on these findings, more emphasis must be placed on vocabulary and writing instruction without compromising overall reading instruction.

Mathematics scores continue to increase. However, there are still too many developing learners. Based on these findings, more focus must be placed on application of skills and problem solving.

Science scores increased for the entire system.
Social Studies scores increased for the entire system.

In almost all content areas on the GMAS EOG the lowest performing subgroup was SPED. In all content areas on the GMAS EOC, the lowest performing subgroup was SPED.

Students served by the ESOL program have made progress. However, the proficiency data indicates that a majority of EL students are still acquiring the English language. Therefore, their academic performance may be lower than their peers due to their language deficit. The lack of language acquisition would likely result in the lower performance for the ESOL subgroup on the GMAS.
Based on the trend data, students are making progress across content areas. However, there is a continued need for job-embedded

Strengths and Challenges Based on Trends and Patterns

	professional learning for challenge areas. Additionally, providing parents with building capacity events tied to the challenging academic curriculum needs to be a priority.

IDEA - Special Education

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

Strengths	Based on the FY 22 Annual Performance Summary the ACSS Special Education Department has strengths in the following areas. In addition, the ACSS utilizes the GOIEP program provided by the state to ensure compliant practices with the completion of Special Education paperwork. ● Graduation Rate of SWDs with a regular education diploma ● Drop out Rate of SWDs ● Participation Rate of SWDs in the statewide ELA assessment in grades 8 & 9-12 ● Proficiency Rate of SWDs in the statewide ELA assessment in grades 4 & 9-12 ● Participation Rate of SWDs in the statewide Math assessment in grades 9-12 ● Proficiency Rate of SWDs in the statewide Math assessment in grades 4, 8, & 9-12 ● Proficiency Rate of SWDs in the Alternate Academic ELA standards in grades 9-12 ● Proficiency Rate of SWDs in the Alternate Academic Math standards in grades 8 & 9-12 ● Gap in Proficiency Rate of SWDs and all students in grades 4 & 8 against grade level ELA academic achievement standards ● Suspension/Expulsion Rate of SWDs ● Least Restrictive Environment for SWDs ages 6-21 ● Preschool Outcomes Summary Statements 1 in all areas ● Parent Involvement ● Disproportionate Representation across racial/ethnic groups ● Child Find Activities ● Early Childhood Transition The FY 22 IDEA Parent Survey indicates a satisfaction percentage in the areas surveyed of 93.21%.

IDEA - Special Education

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

Challenges	Based on the FY 22 Annual Performance Summary Report the Special Education Department of the Appling County School System has weaknesses in the following areas. ● Participation Rate of SWDs in the statewide ELA assessment in grade 4 ● Participation Rate of SWDs in the statewide Math assessment in grade 4 & 8 ● Proficiency Rate of SWDs in the statewide ELA assessment in grade 8 ● Proficiency Rate of SWDs (Against Alternate Academic Achievement Standards) RELA in grades 4 & 8 ● Proficiency Rate (Against Alternate Academic Achievement Standards) Math in grade 4 ● Gap in Proficiency rate for SWDs and all students in high school against grade level ELA academic achievement standards ● Gap in Proficiency rate for SWDs and all students in grades 4, 8 & 9-12 against grade level Math academic achievement standards ● Least Restrictive Environment for SWDs ages 3-5 ● Preschool Outcomes Summary Statements 2 in all areas ● Secondary Transition ● Post-school Outcomes for SWDs enrolled in higher education within one year of leaving high school ● Timely and Accurate Data

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Evidence-Based Interventions Universal Screening Tool Supplemental Technical Resources Technical Assistance via Support Staff Resources for Supplemental Instruction Active Input from Stakeholders

Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	Unique academic and personal needs of students Scheduling classes for supplemental academic support Scheduling classes for pull-out interventions Training personnel to provide interventions Cultural Awareness Program Requirements Math Interventions Reading Interventions

Title I, Part A - Foster Care

Strengths	Collaborative partnerships with local community entities to address basic needs of students. Foster Care Transportation Agreement Identification process for timely documentation of students Positive communication between BOE and DFACS to enable timely transfer of information

Challenges	Continued increase of identified students Lack of appropriate environments for placement within the district Mental health challenges with a lack of resources to address these issues

Title I, Part A - Parent and Family Engagement

Strengths	Based on the annual Title I Parent and Family Engagement Survey and the Family Engagement Stakeholder Input Survey (2022-2023), parents feel the following items are strengths for our school system: ● communication is provided, translated, or interpreted in a language I can understand ● the parent compact clearly explains the expectations of teachers, parents, and students ● parent and family engagement is adequately addressed in the School Parent and Family Engagement Policy ● have an opportunity to provide feedback on the School-Parent Compact and the School Family Engagement Plan ● have been updated at least annually on the School-Parent compact and the School Family Engagement Plan ● understand assessments used to evaluate their child/children's performance and progress ● have been provided an explanation of what their child is learning ● know how to contact their child's teacher ● know how to access their child's grades

Title I, Part A - Parent and Family Engagement

	● have been provided information on study and homework tips ● have been provided information on using technology to help their child ● have been provided information on the Title I, Part A Program ● have been asked for feedback on the school parent and family engagement plan ● have access to the school parent and family engagement plan ● have an opportunity to provide feedback about and participate in decision making about their child's education ● have been provided information related to state academic standards

Challenges	Based on the annual Title I Parent and Family Engagement Survey and the Family Engagement Stakeholder Input Survey (2022-2023 - written responses), parents feel improvement in the following areas would benefit parents and students: ● Parents would like more frequent communication concerning their child's academic, social, and emotional progress. Including quick feedback on assessments and newsletters with topics being covered in each subject. Respond to emails from parents. ● Send reminders in multiple formats for events (text messages were the first choice,). ● Clear expectations for students with follow through on the teachers end (examples: awards, rewards, praise for achievements, etc.) ● Celebrate students for doing their best. ● Be mindful of students that struggle and help these students understand. Notify parents prior to report cards that their child is struggling. ● Parents would like for Accelerated Reader to be used as an incentive rather than as punishment. Encourage reading and stop focusing on points (multiple responses of this nature). ● Share STAR test results every time students take the test. ● Showcase student learning at parent engagement events. ● Make sure family engagement events are relevant to student learning and will help the parent help the student at home. ● Scheduling meetings at a more convenient time. Record the meetings and post to website, social media, etc. for parents that cannot attend. ● The professional learning parents suggested for teachers, principals, leaders, and other staff were: communication with parents, challenging behavior training, student engagement, and reading/phonics. ● Parents would like training and/or assistance in the following: workshops on math and reading, how to help parents assist their child

Title I, Part A - Parent and Family Engagement

	with their child's learning, and instructional materials that can be used at home.

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

Strengths	Service Model: ACSS utilizes MSSP and Contracted Personnel to provide one-on-one tutoring, small group tutoring, in class tutoring, after school, and summer school opportunities. Strengths: ● ACSS priority is to meet the needs of the migrant population to ensure fair advantage to success. ● Dedicated personnel to the Migrant Program. ● Personnel: Supportive of students and parents, flexible, on call, bilingual, trusting, and resourceful. ● Coordination with other schools/states is in place to gather missing grades/scores. ● Implementation Plans are specific to the academic gaps of migrant students enrolled in the school district, P3-P4, and Out of School Youth . ● The Migrant Education Program is an asset to the system. ● Support services available that are non-academic (medical, vision, dental, food, clothing) ● Title I, Part C personnel is bilingual, experienced and have empathy to work and provide services to children and families. ● Summer school is available for P-3, P4, P5, K-12, and OSY. ● Parents of eligible Migrant Students are Provided with workshops to learn English and GED opportunities. <u>Parent's survey rank on responses on strengths of the Migrant Program:</u> ● Parents are familiar and are active stakeholders of Title I, Part C ● Summer school opportunities ● IPs are directly related to the student's academic gaps ● Tutoring and support for students ● Liaison between school and families ● Input in surveys are considered by the district

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

Challenges

Parent's survey responses included the following barriers:
Mobility
Language Barriers
More staff is needed to address all the needs of students in the district
Extend summer school options
Technology resources
Transportation for after school tutoring
Interpreters for school's parent meetings

Stakeholders survey responses:
Scheduling
Paperwork required
Secure personnel to fill the job vacancies
Meeting the diverse needs of so many students
MSSP is needed at all the schools
Support programs to address mobility, cultural and language barriers, and social isolation.
Delayed in transferring student records
Rural setting with students having full-time needs - more personnel

Migrant Students Challenges:
Georgia Milestones Overall Data Analysis FY23

Subject	Migrant	All Students
Mathematics	42%	44%
Science (grades 5 & 8 only)	49%	42%
Social Studies (grades 8 only)	55%	42%
ELA	30%	35%

End of Course (9-12) - Proficiency or Higher (levels 3 & 4)

Subject	Migrant	All Students
Algebra 1 (22 students)	41%	46%
American Literature & Composition(16 students)	19%	33%
Biology(11 students) Too Few for Subgroup	49%	43%
United States History(13	46%	41%

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

	students) Too Few for Subgroup		
	Based on FY23 EOG data, Migrant students scored slightly lower than all students in ELA and Mathematics. Migrant students out performed all students in the content areas of Social Studies and Science Based on FY23 EOC data, Migrant students scored lower than all students in ELA and slightly lower than all students in Mathematics. EOC data cannot be compared in Biology and US History because there are too few Migrant students in each content area to generate a final score. There must be at least 15 students in each content area to constitute a subgroup. The information include in the chart is the mean score for the Migrant students tested for reference, but cannot be used for comparative data.		

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

Strengths	<u>Strengths:</u> ● Experienced Personnel ● Attendance ● Collaboration between schools and state agencies ● Federal supplemental resources ● Opportunity for extended day and extended year educational services ● Academic remediation ● Student centered approach ● Experienced personnel to teach and address unique needs of diverse learners

Challenges	<u>Challenges:</u> Lack of resources available to students studying on site.

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."

Strengths	ACBOE has declared the intent to transfer FY24 Title II, Part A funds to Title I, Part A.

Challenges	ACBOE has declared the intent to transfer FY24 Title II, Part A funds to Title I, Part A.

Language Instruction for English Learners and Immigrant Students

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

Strengths	All ESOL teachers in the district hold the appropriate in-field certification for teaching ESOL students. The experienced ESOL teachers have the knowledge of second language acquisition, as well as early childhood development and the Georgia Standards of Excellence (GSE). Teachers work to integrate the Georgia Performance Standards with the ELD standards using a variety of evidenced-based instructional resources. This helps to enable English Learners to both communicate in English and demonstrate academic, social, and cultural proficiency. ESOL teachers work closely with regular education teachers to ensure that student needs are met. Good rapport with parents of ESOL students After school and summer school opportunities for ELs and immigrant students. EL and Immigrant students are provided multiple instructional opportunities in language development. They receive instruction from ESOL teachers as well as homeroom teachers. Bilingual Teachers ACSS ensures the student have equitable access to the regular educational curriculum

Language Instruction for English Learners and Immigrant Students

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

Challenges

Subject	ELL	All Students
Mathematics	28%	44%
Science (5th & 8th Grade Only)	22%	42%
Social Studies (8th Grade Only)	10%	42%
ELA	11%	35%

End-of-Course Georgia Milestone Data FY23
Proficient Learner or Higher (levels 3 & 4)

Subject	ELL	All Students
Algebra 1 (18 students)	11%	46%
American Literature and Composition(9 students)Too Few for Subgroup	0%	33%
Biology (15 students)	7%	46%
United States History(11 student) Too Few for Subgroup	18.2%	41%

Based on FY23 EOG data, ESOL students scored lower than all students in all content areas. The greatest gap between all students and ESOL students is in the area Social Studies with a 32% gap. Followed by a gap in ELA of 24% and in science of 20%. The gap in Mathematics is 16%. All content areas constitute a large gap.

Based on FY23 EOC data, ESOL students scored lower than all students in Algebra 1 and Biology.
EOC data cannot be compared because there are too few ESOL students in the content areas of American Literature and United States History to generate a final score. There must be at least 15 students in each content area to constitute a subgroup. The information include in the chart is the mean score for the ESOL students tested for reference, but cannot be used for comparative data.

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

Strengths	Identification of students Strong community and school support Collaboration of district office and schools Resources In-school Tutoring

Challenges	Mobility of families Growing numbers Visiting/communicating with parents to follow up on Residency Questionnaire.

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title IV, Part A funds."

Strengths	ACBOE has declared the intent to transfer FY24 Title IV, Part A funds to Title I, Part A.

Challenges	ACBOE has declared the intent to transfer FY24 Title IV, Part A funds to Title I, Part A.

Title I,Part A - Equitable Access to Effective Educators

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

Title I,Part A - Equitable Access to Effective Educators

Challenges	Lack of PQ teachers Shallow pool of educators

Title V, Part B - Rural Education

Strengths	This program has allowed the district to strengthen academic content through various software programs that supplement the curriculum. Additionally, technology equipment has been purchased to support the need for students to have greater access to technology. Educators have also been able to attend training to reinforce the implementation of technology into instruction and improve student engagement.

Challenges	There are no challenges at this time.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Students are not performing at expected levels of proficiency (levels 3 & 4) in ELA.
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

Additional Considerations	

Overarching Need # 2

Overarching Need	Students are not performing at expected levels of proficiency (levels 3 & 4) in Math.
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	2

Additional Considerations	

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 - Students are not performing at expected levels of proficiency (levels 3 & 4) in ELA.

Root Cause # 1

Root Causes to be Addressed	ELA (reading, writing, grammar) continue to produce lower achievement results than desired.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part 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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Overarching Need - Students are not performing at expected levels of proficiency (levels 3 & 4) in Math.

Root Cause # 1

Root Causes to be Addressed	Math continues to produce lower achievement results than desired.
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

Root Cause # 1

Impacted Programs	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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

District Improvement Plan
2023 - 2024

Appling County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Appling County
Team Lead	Dr. Norma Nunez-Cortes
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

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

B. Define the specific statutory or regulatory requirement to be waived.	Waiver of Title I, Part A Limitation on Carryover - ESSA Section 1127(a) - Unspent Title I, Part A FY23 funds to be carried over to FY24.

C. If waived, what will be done that is different from what is currently required under the statute or regulation cited?Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met.	The district is requesting this waiver due to the delays in delivering equipment/technology that is being needed and requested by the schools. CARES funds were used to pay for technology and software programs that were previously paid with Title I, Part A. In FY24 the Appling County School System will monitor its expenditures to ensure that ESSA Section 1127 (a) is met. Meetings with school administrators will focus on SIP-school needs. Technical assistance will be a priority to ensure school allocation funds are spent based on school improvement plans and by ensuring that SIP's goals are met. Districtwide initiatives for extended day instruction and professional learning will be implemented.

D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver?(Please include both districtwide and/or local school level results or measurable goals)	DISTRICT GOAL 1. During the 2023-2024 school year, Appling County Schools shall increase its Content Mastery score by 3% of the gap between the baseline year and 100.

Flex Waiver # 1 - LocalProgrammaticWaiver

D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver?(Please include both districtwide and/or local school level results or measurable goals)	DISTRICT GOAL 1. During the 2023-2024 school year, Appling County Schools shall increase its Content Mastery score by 3% of the gap between the baseline year and 100.

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

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

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students are not performing at expected levels of proficiency (levels 3 & 4) in ELA.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	ELA (reading, writing, grammar) continue to produce lower achievement results than desired.
Goal	During the 2023-2024 school year, Appling County Schools shall increase Content Mastery scores by 3% of the gap between the baseline year and 100. (100 - FY22 Content Mastery Score) X 0.03 = growth target

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)

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

Action Step # 1

Action Step	Develop the instructional skills and the content knowledge of staff by providing evidence based professional learning with follow-up coaching, and ongoing support. Staff members will participate and implement what is learned from professional learning opportunities.
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 Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Documentation (sign in sheets, agenda, minutes) Coaching Logs, Notes, and Feedback
Method for Monitoring Effectiveness	Classroom Observations STAR Data (including Lexile) GMAS Data
Position/Role Responsible	Administrators Instructional Support Specialist Program Directors
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

Action Step # 1

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

Action Step # 2

Action Step	Provide support to school staff to build staff capacity and to parents to build parent capacity on literacy in the home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Calendar of Events Meeting Documentation (agendas, minutes, sign in sheets, handouts, etc.)
Method for Monitoring Effectiveness	Parent Feedback for Event
Position/Role Responsible	Administrators School Family Engagement Coordinators District Family Engagement Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Action Step # 2

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	Provide supplies, computer software, programming, and technology to address the needs of all students in all content areas and provide whole child supports to address barriers to student success.
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 Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Fidelity Checks
Method for Monitoring Effectiveness	Software Usage Reports Progress Monitoring
Position/Role Responsible	Counselors Instructional Support Specialist Intervention Providers Teachers Administrators

Action Step # 3

Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly
Does this action step support the selected equity intervention?	No
What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Utilize common assessments and universal screener/benchmark performance data to monitor student content mastery and growth at the school and district level. Teachers will use classroom data to provide differentiated instruction.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 4

Systems	Coherent Instruction
Method for Monitoring Implementation	Meetings (sing in sheets, agendas, etc.) Instructional Coach Logs
Method for Monitoring Effectiveness	STAR Data (growth and achievement) Edgenuity GMAS Data District/School Data Team Meetings
Position/Role Responsible	Administrators District Leaders
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students are not performing at expected levels of proficiency (levels 3 & 4) in Math.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Math continues to produce lower achievement results than desired.
Goal	During the 2023-2024 school year, Appling County Schools shall increase Content Mastery scores by 3% of the gap between the baseline year and 100. (100 - FY22 Content Mastery Score) X 0.03 = growth target

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)

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

Action Step # 1

Action Step	Develop the instructional skills and the content knowledge of staff by providing evidence based professional learning with follow-up coaching, and ongoing support. Staff members will participate and implement what is learned from professional learning opportunities.
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 Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Documentation (sign in sheets, agenda, minutes) Coaching Logs, Notes, and Feedback
Method for Monitoring Effectiveness	Classroom Observations STAR Data (including Lexile) GMAS Data
Position/Role Responsible	Administrators Instructional Support Specialist Program Directors
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

Action Step # 1

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

Action Step # 2

Action Step	Provide support to school staff to build staff capacity and to parents to build parent capacity on math in the home.
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 Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Calendar of Events Meeting Documentation (agendas, minutes, sign in sheets, handouts, etc.)
Method for Monitoring Effectiveness	Parent Feedback for Event
Position/Role Responsible	Administrators School Family Engagement Coordinators District Family Engagement Coordinator
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	Provide supplies, computer software, programming, and technology to address the needs of all students in all content areas and provide whole child supports to address barriers to student success.
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 Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Fidelity Checks

Action Step # 3

Method for Monitoring Effectiveness	Software Usage Reports Progress Monitoring
Position/Role Responsible	Counselors Instructional Support Specialist Intervention Providers Teachers Administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 4

Action Step	Utilize common assessments and universal screener/benchmark performance data to monitor student content mastery and growth at the school and district level. Teachers will use classroom data to provide differentiated instruction.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Meetings (sing in sheets, agendas, etc.) Instructional Coach Logs
Method for Monitoring Effectiveness	STAR Data (growth and achievement) Edgenuity GMAS Data District/School Data Team Meetings
Position/Role Responsible	Administrators District Leaders
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	In order to ensure ongoing and continuous coordination of services, supports, and transition services for children served across its Federal Program, the Appling County School System implemented these activities: ● The Appling County School System used the recommended and required stakeholders list to create a list of representatives from each school, district office, community, civic organizations, and post secondary institutions. All stakeholders were given the opportunity to be part of the CNA process by completing survey data, providing recommendations, involving/explaining this process to other stakeholders, reviewing and approving this CLIP. ● Surveys were developed for the district and schools and included all the questions included in the CLIP. Questions on strengths and weaknesses to specific subgroups and programs were also included in the surveys. Representatives from all the schools were given one set of surveys to be sent to their own network of stakeholders. This process ensured the opportunity for a wide range of opinions from parents, educators, administrators, civic organizations, businesses, community partners, and other organizations with experience in the specific survey, federal program, population, and student eligibility , to provide input. ● Schools were provided with ongoing technical assistance to follow the district's process in meeting, coordinating, and collecting information for each school to be included in this CLIP. ● Three CNA Meetings were held at the district level. The three district meetings were advertised in the following ways: 1. One local news paper reminder. 2. Posted at district website. 3. Flyers were distributed during parent meetings. 4. Invitations via Emails were sent out to community and out of town stakeholders. 5. The meetings were held at different times. 6. Individual face-to-face meetings were followed for stakeholders not present at any of the hosted meetings. ● Federal Programs Director (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part A N&D; Title I, Part C; Title II, Part A, Title III, Part A; Title IV, Part A; Title IX, Part A;), Parent Involvement Coordinator, and IDEA Director coordinated the collection of information that was presented at the CNA meetings. These coordinated efforts ensures: 1. A comprehensive system in place to review and evaluate student, teachers, parents, community to determine areas of strength as well as areas of needed

Coordination of Activities

	improvement and identify/formulate plans for improvement. 2. Services are provided in an efficient and timely manner to all students across the district's Federal Programs; 3. Efforts throughout this process are focused on overall improvement while coordinating local and community resources and federal funds. 4. The coordination of federal funds including ED Flex waiver were options included in the CLIP survey. The results indicated that stakeholders were in agreement that in FY24 Title II, Part A and Title IV, Part funds be transferred to Title I, Part A to meet the goals of the FY24 CLIP. 5. Ongoing collaboration continues throughout the school year and focuses on coordinating stakeholders and resources to implement identified action steps and ensure that all stakeholders have an option to comment and be part of this collaborative effort.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	The Appling County School System will continue to ensure that low-income and minority children enrolled in the district are not served at disproportionate rates by ineffective teachers, out-of-field teachers and inexperienced teacher. <u>The following practices and processes have been put in place in the district:</u> ● Clearly defined policies, processes, procedures and district professional qualifications to ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. ● System and school leaders use the System Hiring Procedures to select personnel necessary to fill vacancies and to complete responsibilities necessary to support educational programs. ● Clearly defined criteria and processes of supervision and evaluation in improving professional practice in all areas of the system and ensuring student success. ● Results of supervision and evaluation processes are analyzed carefully and used to monitor and effectively and adjust professional practice throughout the system. ● Data is analyzed to determine areas of strength and needed improvement. Principals use this information along with staff member evaluation and performance information to inform decisions regarding staff placement in specific grade levels, content areas, program areas, and/or subgroup areas.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	All staff members participate in ongoing professional learning. ● Professional learning is individualized based on an assessment of needs of the system and the individual. ● District level Professional Learning includes teaching to the rigor of the standard, the science of reading, effective writing strategies, and content area curriculum implementation and review. ● Individual School training is in addition to system initiatives. ● Professional learning will be job-embedded, done on a continuous basis, and done while working with colleagues in a professional learning community. ● Professional learning goals and plans are required as a way of organizing the learning for every certified educator. ● Educators also set Professional Learning Goals or develop a written Professional Learning Plan to document evidence of progress throughout the year. ● Self evaluations are required of all certified personnel.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). [All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]	Appling County School District waives certification as outlined in the District Strategic Waiver for FY24, including content area waived for special education teachers who are issuing grades. Exception: Special Education teachers must have certification in the service areas in alignment with the student's IEP.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	Regular Education: 1. Clearance Certificate Special Education Teachers: 1. Must hold GaPSC Special Education Certification aligned with teaching assignment (General, Adapted, Visual/Impairment, etc.) AND 2. Must have a Clearance Certificate CTAE: 1. Clearance Certificate 2. Must be eligible for a GAPSC non-renewal or waived certificate in the field of employment.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Appling County School System does not have any state and/or federally-identified schools needing support at this time. In the event that a school in the district is federally identified as CSI/TSI, a support team at the district office will be work with that individual school. Prioritization of funds will a priority to assist the identified school in meeting any requirements and guidelines to exit the identified status. For FY24, 100% of Title II, Part A and Title IV, Part A will be transferred to Title I, Part A.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	The Appling County School System continuously supports CTAE and academic collaboration through multiple activities including: offering Work-Based Learned opportunities for all students, incorporation of career lesson plans in grades 1-5, forming school/business partnerships, supporting CTAE/Academic STEM collaboration projects, engaging students by offering multiple career pathways linked to local industry employment and CTSO opportunities to students, offering industry credentialing through the EOPA process, using CTAE advisory committees to improve our programs, offering dual enrollment credit for CTAE programs through our local technical college, and engaging in workforce development initiatives in the local community.

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Appling County School System systematically collects and analyzes data throughout the district. This data analysis includes information on the discipline information and processes in the district. This is conducted at the school level. Information reviewed includes overall student counts, demographic information, discipline practices, school and district rates, and subgroup information. This information is analyzed to ensure that student removal from the classroom is at a minimum with particular notice given to students with disabilities and students identified as eligible for 504 services to ensure federal guidelines are met. Moreover, additional support is provided if areas of concern are identified for any schools or the district.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Appling County School System ensures an effective transition process for students from middle school to high school and from high school to post-secondary education. Middle School Transition: All 8th graders along with their parents are part of the transition and orientation process. A collaborative effort by the ACMS & ACHS provided all 8th graders with a individualized visit with a high school counselor to develop the next year's schedule and an explanation of the courses that each student must complete for graduation. Parents are provided an overview of the high school's expectations with an opportunity for all eight graders to practice following their schedule and learning the high school campus layout. This transition night allows for parents to meet with teachers, walk around campus and have an idea on how best support their children along the transition process. Both middle school and high school counselors work collaborative to ensure that middle school transition is a positive experience to all upcoming 9th graders. High School Transition: All high school students are assigned to a SOAR advisor and a guidance counselor to map out an individualized graduation plan. All students are provided with the following opportunities: Dual enrollment CTAE Pathways - option to complete an industry certifications Advanced placement courses College visits College fairs - school coordinated Local businesses fairs - school coordinated Visits to local businesses - learn about local industry and employment opportunities Military recruitment - ACHS - ROTC coordinated Post secondary athletic assignment student support Growing partnerships with local post secondary institutions and local industry

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Appling County School System works to support, coordinate, and integrate services with early childhood programs. Partnerships with outside programs such as Babies Can't Wait and the Appling County Department of Family and Children's Services ensure that children are identified for early intervention services as early as possible. Preschool special education services are provided to students beginning at three years of age. The Migrant Education Program also provides identification and services to preschool Migrant three and four year old children. These programs provide children with access to needed education intervention, instruction, and services early to ensure that individual student needs are met. These students are then provided with transition services into school beginning as early as age four. Coordination and integration of services for four year old children in regular education pre-kindergarten programs, State Bright From the Start, Head Start, Kiddie Kastle, and other private schools is supported and coordinated by school administrators with the assistance of program directors. Program directors participate in collaborative meetings and site visits with all the prekindergarten sites to coordinate informational activities during transition days and open enrollment. Open house, parent and family engagement nights, and school specific events provide information for parents to familiarize with the school system's transition programs.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	Appling County School System does not have any Title I targeted assistance schools.

Title I, Part A – Instructional Programs

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice with professional learning topics, based on identified needs, are job-embedded. Teachers incorporate a variety of formative and summative assessment measures which provide feedback to all students in a timely manner about their learning progress. High school counselors monitor students to ensure they are on track for graduation. Subgroups within the district are also monitored at the school and district level to address any needs identified. All personnel of the ACSS participate in programs that demonstrate and set high expectations for teaching and learning. Through mentoring, coaching, and induction programs for new hires, our system is able to ensure that the values of the district are consistent throughout each school. Instructional Support Specialists also train and assist teachers in implementing evidence-based practices that support student learning. The ACSS consistently works to improve the instruction delivered to students. This is achieved through a variety of methods. Teachers work collaboratively to prepare lessons that will ensure students meet their highest potential. Programs and training are in place for teachers to provide a tiered model of evidence-based interventions to students that struggle with grade level content. Leaders of the system are trained in the methods employed and expected by the district of teachers such as student engagement and cognitive thinking skill strategies. This enables the administrators to understand the instruction observed in the classrooms. Student needs are identified by data disaggregation as well as observation of teachers and leaders of individual student performance. The results of the data disaggregation drive the evidence-based instruction and supplemental strategies implemented in all schools. After-school sessions and summer school sessions are held for all schools for students who are at-risk of failing, Homeless, EL, migrant, and students with disabilities. All students are given pre and post assessments or Universal Screeners, as well as, common assessments to monitor progress. All students including SWD, Migrant, EL, Immigrant, homeless and N&D are in regular and specific program curriculum where deemed appropriate. In the middle school academic classes addressing language arts/reading, math, science and social studies are provided to all students. In addition, connection classes are provided to remediate students who need the extra

Title I, Part A – Instructional Programs

	academic assistance or to assist students in broadening their skills through technology, STEM lab, family and consumer science, health, band, chorus, agriculture science and physical education. The main focus areas based on the results of the needs assessments will be ELA and Math at all school. Evidence based instructional interventions will continue to be provided including Fundations, Just Words, Wilson Reading System, System 44 and Read 180. In order to involve parents in the decision-making process in order to increase student achievement, ACSS will continue to build parent and staff capacity. Results indicated that parents are interested in learning how to take an active role in the decision-making process and be more engaged in the parent and family engagement process. ACSS will implement workshops that will empower parents in the parent and family engagement process. Georgia Baptist Children's Home and Family ministries (GBCH) averages 20 students per year, which receive instruction at the facility. These students are part of the Maximum Oversight Program and cannot leave campus. In this facility there are different rooms available and equipped by Title I to provide instruction via the Edgenuity/OdysseyWare Program. In addition, supplemental instructional materials are used as necessary to meet the needs of these students. A special education teacher provides on-site support for students with disabilities. Extended year educational services are provided throughout the school year in order to facilitate more educational opportunities for students who are placed at GBCH for a short period of time and to ensure a transition to post-secondary options. GBCH students (K-12) who are not in the maximum oversight program attend classes in the Appling County Schools, and upon enrollment, their needs are assessed for appropriate instructional placement. Supplemental Evidence-Based programs that are included in the specific programs/initiatives encompassed in the curriculum include: ● STAR Reading and Math ● Illuminate ACMS & ACHS ● Fundations ● Just Words ● Wilson Reading System ● System 44 supplemental reading ● Read 180 supplemental reading ● Program Language for Learning (DI) ● Language for Writing/Thinking for at risk students in the area of language ● iLearn Math

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	All potential migrant students are identified through the occupational survey, as required by GADOE--MEP, which is included in all Appling County registration packets. This is placed into the registration packets of new students as well as back-to-school packets for returning students. Once the occupational survey reaches the school, the receiving person sends it to the district office. All occupational surveys are forwarded by the school to the district office migrant education department. Based on the information on the occupational survey and MSIX, the MSSP interviews the family and sends the information to Region 2 Migrant Education Agency who makes a final determination of the migrant status. The MSSP also recruits migrant families in the community via various types of referrals. In addition, one day per week and all month of June is dedicated to the identification and recruitment of families and out of school youth. The Federal Programs Director downloads monthly records that are available through the GADOE portal. This information is shared and verified with the District FTE Coordinator to ensure that the new participant(s) are appropriately coded as migrant in the system. In Appling County, the Federal Programs Director has the authorization to update this information in Infinite Campus as needed and requested to ensure that this process is completed in a timely manner. The same information received on the portal is provided to all MSSP's in the system no later than the following Friday. By this time, all new student information has been updated/coded in Infinite Campus and a new participant report and/or current participant report form has been signed by the Federal Programs Director. If student's information from GaDOE is different from the system, corrections are made to the report and mailed back to Region 2 along with documentation to support the changes such as a birth certificate etc. for information to be changed and for the data on both the system and DOE to be uniform. In turn, MSSP's sign their form and turn in a copy to the Federal Programs Director for verification purposes that their local school files have been updated with the new information. Every Friday morning, all migrant paid staff members meet to discuss any updates and complete, receive and return any information that needs to be submitted to Region 2. Templates that are provided on the GaDOE Portal are used to communicate to parents any information related to their child. All reports are dated when they are received by the system and mailed to Region 2 to ensure that communication between the district and Region 2 is completed in a timely manner and that due dates are met. General Rules for ID&R: ● Appling County complies with the federal and state ID&R guidelines and standards.

Title I, Part C – Migrant Intrastate and Interstate Coordination

	● Every Friday during the regular school year and all month of June, migrant paid staff conducts ID&R activities. ● Eligibility interviews are held in the dominant language of the interviewee. ● Overtime is available to MSSP's in order to accommodate periods of high worker influx and the parent's daily work day/shift. ● A local annual ID&R plan has been developed for LEAs. ● All staff attends required trainings on ID&R. ● For any newly hired staff, it will be required to attend three-day (3) ID&R training within the first 30 days of employment, which is mandatory in the Georgia ID&R certification process. ● All Appling County Migrant paid staff has been certified above the minimum - Novice Level. ● Appling County strives for a 100% COE/eligibility accuracy rate. ● Appling County's Migrant Program is active within the community. This network enables for identification and recruitment of OSY/DO and pre-school children who are never identified by the schools through the occupational survey. ● Migrant recruiting log, weekly activity forms, or other related documentation of ID&R activities are available for future ID&R documentation. ● A Certificate of Eligibility (COE) is completed accurately according to state and federal guidelines. When new students are enrolled in schools in the district, a new student registration packet is given to the student. This information includes the occupational survey. Information from the completed occupational survey is reviewed as indicated above. As a part of the registration process, schools obtain parent/guardian signature for permission to request records from the previous school(s). The completed and signed records permission form is forwarded to the preceding school(s) in order to obtain copies of student records. This process is completed immediately upon school enrollment. The Migrant Student Information Exchange (MSIX) is also used in the records transfer process so that when children move from one school to another this information is timely available by the MEP personnel. The health information is updated on the first Migrant Participant Report that is completed at the district. MEP personnel ensures that eligible migrant families are assisted with any health records needed by providing support services and budgeting funds for any immunizations that are necessary for school enrollment. Collaboration with other school districts and MEP state offices ensures intrastate and interstate communication on students moving status and transfer of academic and health records. The Federal Programs Director and MSSPs have access to MSIX and will use the program to gather additional student record information. Information will be gathered regarding student enrollment in schools, times of enrollment, student demographic and general information, course history, assessment history, grade placements, program placements, etc. This information will be used to make important

Title I, Part C – Migrant Intrastate and Interstate Coordination

	decisions regarding student placement and services provided by the school and district for migratory children and youth. Information included in MSIX provides specifics on students that are reviewed to coordinate services with other educational agencies and program including HEP. CAMP, and Telamon.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	Implementation Plans are developed for areas of identified need in the district for P3-P5, out-of-school youth and dropout based on research data and surveys completed by parents, OSY and dropouts. IPs are submitted to Region 2 for review and approval. These plans include all eligible migrant students enrolled and identified in Appling County and are evaluated at the end of the school year and at the end of summer school. Migrant student services including non-academic support services are provided to all students in P3 through P5, PK through 12thgrade, drop outs, and out-of-school youth. In addition, testing data, benchmark information, and reports cards are taken into consideration to modify tutoring schedules to address academic needs as needed and/or requested by a teacher, principal, instructional support specialist, and/or parent. As a result, the implementation and evaluation process is a continual process to provide the most effective tutoring and supplemental support services needed for each individual enrolled and non-enrolled student. PRESCHOOL: All P3 through P5 students who are not enrolled in any educational program are given the opportunity to be served with school readiness curriculum via home visits. Summer school is offered to all eligible migrant P3, P4, and P5 that are not enrolled in school. PK teachers are hired to work with these students during summer school. Pre and post test data is collected during summer school and shared with PK Director to plan for future student enrollment. OUT-OF-SCHOOL YOUTH AND DROPOUTS: OSY and dropouts are provided with health services and backpacks with supplies that complement health education lessons. Summer school option have been developed to address social/academic services by providing training and classes in English Language Development, Technology, and Welding. Director of ABAC with HEP and CAMP have always been an active stakeholder of the Appling County's Comprehensive LEA Improvement Plan. The collaboration ensures that effective instructional support services are provided in a timely manner.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	In an effort to maintain/continue to improve the graduation rate of students with disabilities, the ACSS employs a variety of strategies. The continued use of the iREAD, System 44, READ 180, Wilson Reading and SRA Direct Instruction programs provide research based intervention for students with disabilities in the area of Reading. Improved reading skills are an important aspect of students reaching the desired outcome of graduation with a regular education diploma. In the area of Math, the system will use the ILEARN Math Program. This program meets the student at their instructional level and allows them to make gains and master skills that were missed in previous years. The Instructional Support Specialists (ISS), Special Education Director, and the Inclusion Facilitator attended the Co-Teaching Cohort provided by GLRS. This training was re-delivered by these participants to both regular and special education personnel. A continuation of this initiative during FY 24 will include additional training, coaching, and feedback in an effort to build capacity within the system to further the improvement of instruction provided in the co-taught setting for schools that have identified this need. In addition, the ACSS employs a Special Education Parent Mentor. The Parent Mentor provides information, support, and resources to families whose children receive early interventions and special education services in Appling County Schools. The Parent Mentor communicates with parents to remind and encourage them that their participation in their child's school meetings is important. The Mentor works with families to connect them with and assist with applying for outside services the child may need within the community, the region, or throughout the state. Each year the Parent Mentor assists the Special Education Director with coordinating the distribution of the Annual Parent Involvement Survey for Georgia Families Raising a Student with a Disability to families in Appling County. The Parent Mentor also works with the Special Education Director to provide training to parent within the school district. Moreover, the Parent Mentor coordinates with the Special Education Director to select, track, and report on a family engagement framework completed with a selected target group. The Parent Mentor works in collaboration with other special education staff to help identify students with disabilities considered at risk of not graduating with their peers, in need of transition services/assistance, or may need extra encouragement and family supports to have positive attendance, behavior, and make academic progress. After student selection is completed the Parent Mentor provides a pre-survey to the parents of the targeted group prior to the start of the activities, completes benchmark checks during the target group work, and then a

IDEA Performance Goals:

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

IDEA Performance Goals:

	SPED Director assists in this process through collaboration with the school and coordinating services and training as needed. She also provides observations of and feedback to staff as needed. Professional learning opportunities with coaching and feedback are provided through Southeast GLRS and First District RESA. Fourth District Elementary School also provides Evidence Based Instruction with Reading and Math interventions for students with disabilities. In addition the School Counselor organizes a Career Day for all students to interact with local business owners and other community leaders in an effort to assist with sparking interest in a career area. The SPED Director assists by reviewing student data as well as the programs and interventions provided at the school. Appling County Middle School is adept at writing compliant Transition Plans for students in grade 8 or 14 years old as well as writing individualized transition goals and activities to help move students towards graduation as well as success and independence after graduation. All 8th grade students complete the Georgia Career Information System which provides information about student interests and what areas/fields would be the best fit for individual students. This information is then used to develop Transition Plans and goals for SWDs to help them meet post-secondary goals and be successful after graduation. Ongoing re-delivery of updates and guidance received from GADOE are provided to the staff via the SPED Department Head as well as during FY19 ACMS staff received additional training from our state liaison regarding writing compliant Transition Plans.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	To improve services for young children (3-5) with disabilities the ACSS employs two Preschool Intervention Teachers along with a Preschool Inclusion Teacher. An additional Preschool Intervention Teacher was added in the FY 23 school year. Six paraprofessionals are also employed to assist these teachers in providing the individualized services required by this population. These personnel are instrumental in ensuring that these young students make the gains needed early so that the students are able to transition to the regular classroom as soon as possible. During the FY 19 school year a multi-disciplinary evaluation approach was implemented and will be continued to better identify and determine the specific needs of this population. This approach includes a school psychologist and speech therapist in the screening and evaluation process of these children. Our system also has a Special Education Parent Mentor that facilitates communication with parents and assists them in providing the necessary documents for their child to attend the Preschool Intervention Program. In addition, questions relating to the possibility of a student having Autism will be added to the referral packet along with the completion of a checklist or scale by the parent in the area of Autism. Schools in the district that serve this age children receive referrals from a variety of sources to include: Babies Can't Wait (BCW), parents, and

IDEA Performance Goals:

	community members/organizations (doctor offices, Head Start, etc.). The system conducts transition meetings in conjunction with BCW for students. These transition meetings are typically held within six months of the child's third birthday. Dates for evaluation and initial eligibility are set up at the transition meeting. The system follows up other outside referrals with information provided to parents as well as documentation of any concerns of the parent to facilitate the evaluation process to determine specific needs of the child. There are local MTSS processes in place for Pre-K students enrolled in the state Pre-K program and also for students enrolled in Head Start. These processes are implemented as prescribed by the intervention. If it is determined by the SST that a child should be referred for possible Special Education services a Multidisciplinary Evaluation team evaluates the referred student and the determines the eligibility status of the child. SWDs are provided instruction in the preschool intervention classroom and/or the Pre-K inclusion classroom. Students eligible for Speech Language services are served in the school as well. Possible services provided by the ACSS are Preschool Intervention, Transportation, Physical/Speech/Occupational Therapy, and Paraprofessional Assistance. System staff involved with supporting this population are Pre-K Director, Special Education Teachers, Regular Education Teachers, Therapists, and Paraprofessionals. Specific trainings related to this age student are provided on an ongoing basis. These trainings include but are not limited to, Pre-K MTSS, GELDS, and Bright from the Start. Parent engagement opportunities are also hosted throughout the school year by the system in an effort to increase involvement in their children's education.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	To improve the provision of FAPE to all students, the ACSS utilizes Child Find procedures to identify possible students that may have a disability. This is achieved for children that are not currently enrolled in school by referrals from a variety of community sources. The system has a collaborative relationship with the Babies Can't Wait and Head Start Programs allowing identification of students with disabilities early and in a timely manner. Students that are enrolled in the district and are in experiencing difficulty in the school setting are identified via the RtI procedures for the system. In addition teachers are trained on IEP and eligibility procedures through ongoing discussion with the school psychologist, SPED Director, and SPED Dept. Head. LRE is ensured by providing services based on a continuum from least to most restrictive. Progress is monitored to ensure student success and to identify continued concerns. Adjustments are made based on progress data and classroom performance. The continuum of services for SWDs include inclusion/co-teaching & supportive services with paraprofessional support, resource, self-contained, modified day/schedule, separate school, provision of related services (Speech, OT, PT, Transportation). IEP accommodations and modifications are shared with all teachers

IDEA Performance Goals:

	working with SWDs at the beginning of the school year and again after IEP annual reviews or amendments. Gen Ed. Teachers and administrators are able to view IEPs at any time through the SLDS platform. The provision of FAPE to students with disabilities is accomplished through a variety of means. These are the Preschool Intervention classroom and/or Speech resource room; Small group and individualized instruction within the co-teaching classroom; teaching on the students' level to help close the gap and meet grade level standards; student participation in evidence-based math and reading interventions; Creating IEPs that are tailored to individual students' needs; making accommodations and modifications to instruction and teaching strategies that align with the IEP; providing related services (Speech/PT/OT) that assist students with meeting grade level standards and access the curriculum. Professional Learning is delivered on an ongoing basis throughout the year by the Special Education Department, Instructional Support Specialists, as well as other providers to provide support for the teachers in regards to the various disability categories and how they manifest themselves, eligibility criteria, and the teaching of students with disabilities in the general curriculum. Procedures and practices are in place in the system to ensure that student needs are being met. Gen Ed and SPED teachers regularly meet to plan instruction and review student data. Student data is collected from progress monitoring tools as well as formative and summative data from other sources. IEPs of SWDs are reviewed at a minimum annually to discuss student strengths and weaknesses. Gen Ed and SPED teachers are responsible for implementing strategies and practices to ensure SWDs' needs are being met. Administrators periodically review data with both Gen Ed and SPED teachers to ensure that all are utilizing the appropriate methods and tools to ensure success in the classroom for SWDs.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being	Compliance with state and federal law and regulations is achieved by the ACSS using the State of Georgia's GO-IEP program to ensure that all required Special Education paperwork is completed accurately and in a timely manner. Expectations for SPED teachers to meet compliance with state and federal laws are outlined in the ACSS SPED Manual with procedures in place to monitor the completion of IEP/Eligibility/Reevaluation Data Review paperwork and the processing of referrals to special education. Compliance is monitored by the SPED Director or designee via GOIEP reports. If there are teachers that are not timely and ultimately non-compliant with paperwork the SPED Director emails the staff member as a reminder. If the incomplete paperwork is not completed after the reminder a second notice via email is provided with the school level administrator and SPED Dept. Head included. If this does not correct the issue then the SPED Director contacts the school level administrator and they will address this with the staff member in person with signed documentation. In addition, the SPED procedure manual is updated annually with any

IDEA Performance Goals:

implemented to ensure compliance	changes that are needed to maintain compliant practices. At the beginning of each year all SPED staff attend Professional Learning led by the SPED Director for any updates to the ACSS SPED Manual as well as re-delivery of any guidance/technical assistance received from GADOE over the summer break. During the school year designated SPED Lead Teachers/Dept. Heads meet as needed when additional guidance/technical assistance has been provided by GADOE via email blasts, GADOE training sessions, or GLRS. These Lead Teachers/Dept. Heads then redeliver to SPED staff in their respective schools during their monthly department meetings. These meetings will be documented by sign-in sheets kept at the school. The ACSS will also utilize GLRS staff when appropriate to provide Professional Learning in targeted areas such as Specialized Instruction and Co-Teaching. This PL will be provided on a schedule determined between GLRS and the respective school on the Action Plan created with GLRS staff. To ensure students with disabilities receive the services written in their IEP the building level administrators complete walk-throughs and observations of Special Education Teachers using the TKES evaluation tools to ensure that students with disabilities receive the prescribed instruction and related services.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds will be transferred to Title I, Part A

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds will be transferred to Title I, Part A

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds will be transferred to Title I, Part A

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds will be transferred to Title I, Part A

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY24 Title IV, Part A funds will be transferred to Title I, Part A

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	The LEA has experienced some success in the implementation of the FY23 LEA Equity Plan, but not to the extent to abandon some of the strategies that has been implemented and have been successful. District Mean Growth Percentile - Increase the district growth percent on Georgia Milestones by 3% each year untervention Effective - Adjust Activities/Strategies Overall, the District Mean Growth Percentile did not increased for the district. Elementary school met the 3% goal in ELA. Middle and High schools did not meet the 3% goal in ELA. Continued growth is needed in specific grade levels, content areas, and subgroups. This is evidenced by GMAS End of Grade and End of Course scores as reported in section 2.6. (Preliminary information until further data becomes available) Student achievement identify subgroups, grade level span and content area targets based on Georgia Achievement Targets Intervention Effective - Adjust Activities/Strategies Overall, student achievement increased in some grade levels, content areas, and subgroups. As indicated in Section 2.6, there were some areas where gains did occur and strategies that were implemented were effective. Action steps have been adjusted to continue to address student achievement in an effort to meet and increase Georgia Achievement Targets. (Information subject to change once further data becomes available)

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Appling County School System was successful in implementing the steps as outlined in the FY23's LEA Equity Action Plan. These steps were implemented at the school and district levels. As evidenced by the data in section 2.6, growth was seen in several grade levels, content areas, and subgroup areas. An overall need still exists in the area of English Language Arts, primarily at the Middle and High Schools.

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

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	The LEA has experienced some success in the implementation of the FY23 LEA Equity Plan, but not to the extent to abandon some of the strategies that has been implemented and have been successful. District Mean Growth Percentile - Increase the district growth percent on Georgia Milestones by 3% each year untervention Effective - Adjust Activities/Strategies Overall, the District Mean Growth Percentile did not increased for the district. High School exceeded the 3% goal in Math. Elementary and Middle Schools did not meet the 3% goal in Math. Continued growth is needed in specific grade levels, content areas, and subgroups. This is evidenced by GMAS End of Grade and End of Course scores as reported in section 2.6. (Preliminary information until further data becomes available) Student achievement identify subgroups, grade level span and content area targets based on Georgia Achievement Targets Intervention Effective - Adjust Activities/Strategies Overall, student achievement increased in some grade levels, content areas, and subgroups. As indicated in Section 2.6, there were some areas where gains did occur and strategies that were implemented were effective. Action steps have been adjusted to continue to address student achievement in an effort to meet Georgia Achievement Targets. (Information subject to change once further data becomes available)

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Appling County School System was successful in implementing the steps as outlined in the FY23's LEA Equity Action Plan. These steps were implemented at the school and district levels. As evidenced by the data in section 2.6, growth was seen in several grade levels, content areas, and subgroup areas. An overall need still exists in the area of Mathematics at the Elementary and Middle Schools to increase proficient and distinguish learners. (Information subject to change once further data becomes available)

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

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