



Comprehensive Needs Assessment 2025 - 2026 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 Cortes
Multiple Program(s)	Curriculum Director	Mrs. Debra Lawrence
Multiple Program(s)	School Leader (#1)	Mrs. Jaclyn Hernandez
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. Norma Cortes
Neglected and Delinquent	N&D Coordinator	Dr. Norma Cortes
Rural	REAP Coordinator	Dr. Norma Cortes
Special Education	Special Education Director	Mrs. Pam Thomas
Title I, Part A	Title I, Part A Director	Dr. Norma Cortes
Title I, Part A	Family Engagement Coordinator	Mrs. Jaclyn Hernandez
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 Cortes
Title III	Title III Director	Dr. Norma Cortes
Title IV, Part A	Title IV, Part A Director	Dr. Norma Cortes
Title I, Part C	Migrant Coordinator	Dr. Norma Cortes

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Mrs. Debra Lawrence
Multiple Program(s)	Testing Director	Dr. Kandiss Taylor
Multiple Program(s)	Finance Director	Mrs. Adrienne Taylor
Multiple Program(s)	Other Federal Programs Coordinators	Dr. Norma 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	Dr. Stanford King
Multiple Program(s)	High School Counselor / Academic Counselor	Mrs. Shelly Roppe
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 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. Debra Lawrence
Title II, Part A	Principal Supervisors	Dr. Janet Goodman
Title II, Part A	Professional Learning Coordinators	Mrs. Debra Lawrence
Title II, Part A	Bilingual Parent Liaisons	Dr. Norma Cortes
Title II, Part A	Professional Organizations	Mrs. Janine Hunter
Title II, Part A	Civil Rights Organizations	Mr. Gary Moore
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 Cortes
Title III	Community Adult ESOL Providers	Dr. Norma 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: Presley Harrison, Diamond Roberts, Ellie Atkins, Olivia Crosby, CJ Sailem, Tyra Fedrick, Nate Barnes, Noah Herrington, Olivia Britt, and Trenton Griner.
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
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

Recommended and Additional Stakeholders

Program	Position/Role	Name
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

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>The Appling County School System included the recommended and required stakeholders list to create a list of representatives from each school, district, and outside agencies and post-secondary institutions. This list was utilized to ensure the 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 schools hosted CNA meetings and provided representatives to be part of the district's overall CNA meeting. District Program Directors provided direction and assisted with the school's 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 district wide conferences 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 toward 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.</p>
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<p>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?</p>	<p>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 during Title IC-PAC Meetings and Title III-A Parent Engagement Outreach Activities. Survey results were shared with stakeholders at the District CLIP Meetings for schools to consider the results in the School Improvement Plan. Three separate CLIP Meetings were held to ensure stakeholders provided meaningful input into the needs assessment process.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia 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 capacity of school staff to lead curriculum design efforts.	✓
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.25
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.38
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.38
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.11
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.17
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.11
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.05
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.08
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.1
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.
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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, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.25
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.38
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.38

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.38
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.12
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.25
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.12
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.12
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.</p>	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.2
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia 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.	2.38
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.12
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.25
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.12
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

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.	2.15
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.2
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.
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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.	2.38
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

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.	2.25
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.38
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.38
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.38
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.12
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.25
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.12
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

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.	2.15
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.11
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.17
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.11
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.05
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.08
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.22
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.1
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.2
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Title I, Part A Surveys</p> <ul style="list-style-type: none"> ● Annual Title Parent and Family Engagement Survey ● Family Engagement Input Survey <p>Title I, Part C Surveys</p> <ul style="list-style-type: none"> ● Title I Part C Parent and Student Surveys <p>Title III Surveys</p> <ul style="list-style-type: none"> ● Title III, Part A Parent & Student Surveys <p>IDEA Surveys</p> <ul style="list-style-type: none"> ● IDEA Parent Survey <p>CTAE Surveys</p> <ul style="list-style-type: none"> ● CTAE Advisory Council Q&A Results <p>Other Surveys</p> <ul style="list-style-type: none"> ● Annual Needs Assessment Survey of Parents (English & Spanish) ● Annual Needs Assessment Survey of Staff ● District and School Climate Surveys ● Technology Surveys ● Faculty "Pulse" Surveys ● Student surveys <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Applying 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.</p> <ul style="list-style-type: none"> ● K-5 Perception Survey Data included positive strengths in the following areas: Opportunities for feedback on school improvement plans, parent engagement activities, open communication, variety of methods of communication, and welcoming environment. ● 6-8 Perception Survey Data included positive strengths in the following areas: Stakeholders perceive that students at ACMS need additional support in the areas of reading, vocabulary, writing and math. Additionally, parents noted that reading and writing need to be strong focus areas for our school. Additionally, some parents perceive that
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	<p>the school could work more on communication and adding more cultural diversity activities/events.</p> <ul style="list-style-type: none"> ● 9-12 Perception Survey Data included positive strengths in the following areas: Faculty work environment, PBIS Initiatives, Parent's appreciation for a safe environment, variety of courses offered to all learners and the increase opportunities for input and engagement. Business appreciation for collaborative input and working relationships. CTAE increase of students opportunities in employment, credential, and career pathways. 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 which is currently being addressed by an onsite and full time mental health counselor. ● 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. <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Social Emotional</p> <ul style="list-style-type: none"> ● DFACS Referrals ● Counseling Referrals (Counseling Log) ● Mental Health Referrals (Mental Health Log) ● Discipline Referrals (Infinite Campus) ● Nurse Referrals (Medication Administration Record, Daily Assessment Log, Incident Reports) <p>Diverse Population:</p> <ul style="list-style-type: none"> ● Home Language Surveys ● MTSS Fidelity Logs ● EIP ● 504 Plans ● McKinney-Vento Reports ● TPC ● College Experience Days <p>Clubs/Extracurricular/Athletic Activities:</p>
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	<ul style="list-style-type: none"> ● STEAM ● After-school Programs ● Show Choir ● CHAMPS ● Music Programs ● Sports Participation ● 4-H ● School Clubs <p>Other:</p> <ul style="list-style-type: none"> ● CTSO Participation ● Power Hour <ul style="list-style-type: none"> ● 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, Parent and Family Engagement Meetings and Parent Outreach Activities <ul style="list-style-type: none"> ● FAFSA/Georgia Student Finance Nights ● Dual enrollment data ● ACHS Counseling Data Reports <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>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 is 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 needed/requested/mandated. Delivery of services to students and parents is monitored for fidelity, progress monitoring, and/or compliance. Extracurriculars have increased in the district to ensure opportunities for diverse populations, build self-esteem, develop social-emotional skills, and apply learning in real-life situations.</p> <p>K-5: There is a considerable need for mental health providers, physical therapy, occupational therapy, nurse services, and dental services for each child's well-being. These services are provided by the school counselor, school nurse, and mental health counselor. Collaboration between school personnel, other schools' personnel, outside agencies, and DFACS ensures that services are provided to all students. CHAMPS is provided by School Resource Officers to increase drug</p>
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	<p>awareness.</p> <p>6-8: The process data showed that 65% of the student body participates in one or more extracurricular activities. All students participate in monthly guidance lessons. Parent participation is still very limited. Schools will continue to seek opportunities to involve more parents in these events. Processes are in place to effectively identify strengths and weaknesses through data analysis.</p> <p>9-12: The need for students to have more work-ready skills is being addressed by CTAE classes. There is a need to integrate social and emotional learning with fidelity, which is being met through the counseling department. Counselors report 100 student visits, while mental health counselors report 60 students per month. Additional mental health counselors from other schools in the system have been brought in on a rotation basis to help deal with the backlog on an as needed basis. Social-Emotional Learning (SEL) through the Positivity Project during the weekly CREW (homeroom) meetings has added additional social and emotional support for students. Diverse sports and extracurricular activities to include a more demographic student body have been a concern by students and have been addressed by adding soccer, volleyball, Esports, swimming, and bass fishing. Training and implementation that remains necessary include academic competitions like the Olympiad, Envirothon, and Debate, which will be further addressed by hiring new staff. Continue with dual enrollment opportunities to promote College and Career. Parent and Family Engagement opportunities equip parents to better assist students in deciding post-secondary options. Increasing PIC and partnerships will continue to be a focus.</p> <p>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.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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<p>What achievement data did you use?</p>	<p>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</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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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.


 System Summary Report
 GKIDS Academic Progressions
 Spring 2025
 

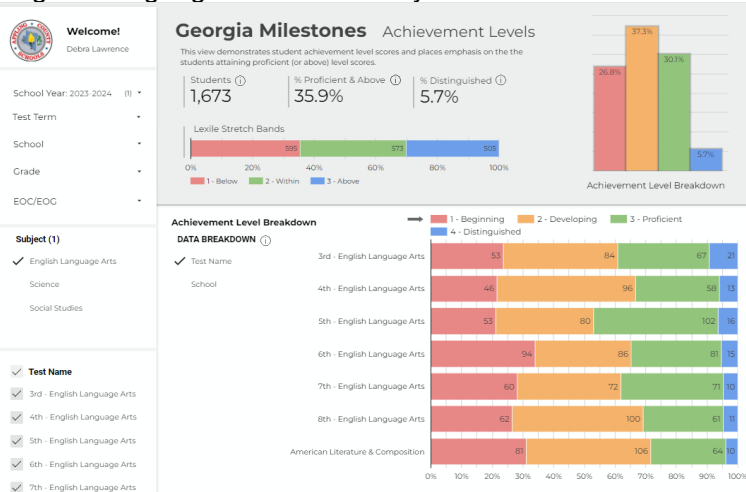
NYA Not Yet Assessed
 NYD Not Yet Demonstrated
 PC Proficient
 BE Beginning
 EM Emerging
 DV Developing
 DM Demonstrating
 EX Exceeding
 *-- indicates performance level not applicable

Learning Progressions		NYA	NYD	PC	BE	EM	DV	DM	EX
English Language Arts									
Phonemic Awareness									
		0%	2%	4%	3%	1%	6%	49%	35%
Phonics									
		0%	4%	--	4%	4%	3%	54%	31%
High-Frequency Words									
		0%	6%	--	6%	11%	7%	45%	25%
Comprehension									
		0%	2%	3%	6%	2%	15%	53%	18%
Conventions of Writing									
		0%	2%	1%	5%	6%	23%	38%	26%
Spelling									
		0%	2%	--	3%	5%	14%	54%	19%
Communication of Ideas									
		0%	2%	1%	2%	15%	11%	57%	11%
Mathematics									
Learning Progressions									
		0%	1%	1%	5%	14%	48%	31%	
Counting & Cardinality									
		0%	3%	5%	5%	13%	47%	28%	
Count Sequences									
		0%	2%	2%	4%	9%	49%	34%	
Written Numerals & Comparison of Quantities									
		0%	2%	2%	3%	16%	51%	25%	
Addition & Subtraction									
		0%	2%	4%	5%	10%	53%	23%	
Patterns & Passage of Time									
		0%	1%	7%	5%	12%	53%	20%	
Comparison & Classification of Objects									
		0%	2%	7%	5%	15%	41%	27%	
Shapes & Positional Language									
Science									
Learning Progressions									
		92%	1%	0%	0%	1%	3%	2%	
Physical Attributes									
		92%	1%	0%	0%	1%	6%	0%	
Notions									
		92%	1%	0%	0%	1%	4%	2%	
Life Science									
		92%	1%	0%	0%	2%	5%	0%	
Space Science									
		92%	1%	0%	0%	1%	6%	0%	
Earth Materials									
Social Studies									
Learning Progressions									
		92%	1%	0%	1%	1%	5%	0%	
Historical Understandings									
		92%	1%	0%	0%	2%	5%	0%	
Geographic Understandings									
		92%	1%	0%	0%	1%	4%	3%	
Civic Understandings									
		92%	1%	0%	1%	0%	2%	4%	
Economic Understandings									

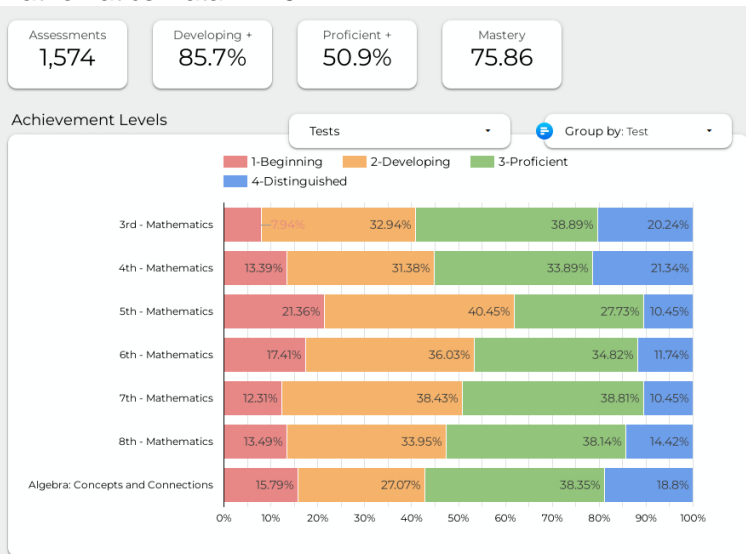
Georgia Milestone Learner Categories Defined

- **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.

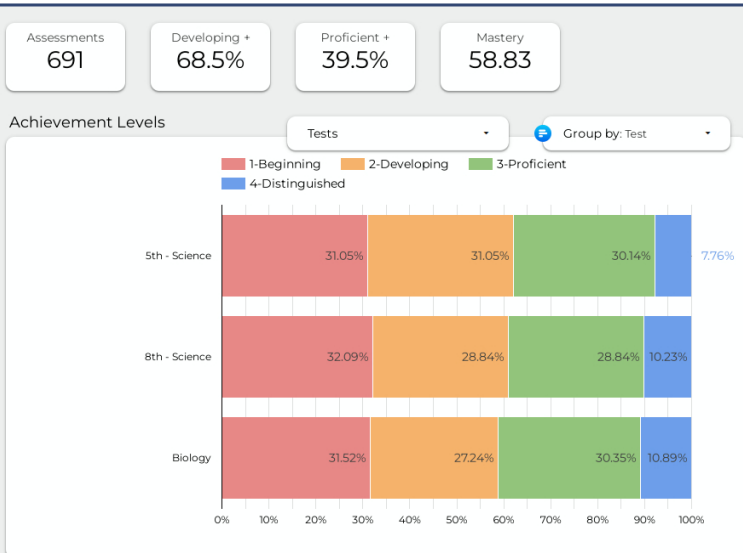
English Language Arts Preliminary Data FY24



Mathematics Data FY25



Science Preliminary Data FY25 (5th, 8th, Biology)



Social Studies Preliminary Data FY25 (8th & US History)

It is important to note that during the 2024–2025 school year, Appling County schools experienced significant instructional disruptions, missing a total of 21 days due to Hurricanes Debby and Helene, as well as inclement weather from winter storms. These interruptions may have contributed to the slight decline in scores observed at some grade levels.

ELA continues to be an area of focus. Growth was noted in 5th and 8th grade ELA scores. Domain data shows that vocabulary acquisition and use is the strongest domain with 61% mastery. The remaining domains continue to be below target.

Mathematics scores for FY24 were above the state average across all schools in the district, reflecting strong overall performance. In FY25, while elementary scores declined slightly, middle and high schools demonstrated improvement, indicating positive growth at the upper grade levels. This trend suggests a need to reinforce foundational math skills at the elementary level while continuing to build on the momentum seen in secondary grades.

In FY25, science scores declined significantly at the elementary level but improved in middle and high school. This trend indicates a need for targeted support in early science instruction while building on the progress observed at the secondary level.

In FY25, social studies—assessed only at the middle and high school levels—showed overall improvement. This growth reflects strengthened instruction and increased student engagement in content-area literacy and critical thinking skills.

Across all content areas on the GMAS EOG and EOC assessments, the lowest-performing subgroups were students receiving special education services (SPED) and English learners (ESOL).

WIDA ACCESS for ELLs



What demographic data did you use? Georgia 2030 Community Data
GOSA Data

Student Demographic Data
Sub Group Data
College and Career Performance Index (CCRPI) Subgroup Data

Ethnicity	Total Number	Percentage
	Asian	25
Black	740	21.18%
Hispanic	522	17.80%

What does the demographic data tell you? FY24 Active and Withdrawn (No Pre-K)
Total Student Enrollment 3484

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our schools have voluntarily participated in SDI (System of District Improvement) walks with the GaDOE Effectiveness Team to enhance instructional practices. During these walks, the SDI team acknowledged our teachers' dedication and hard work. However, they also identified a need to address passive student engagement and emphasize the consistent use of Learning Targets and Success Criteria throughout lessons to solidify student learning.</p> <p>In response to this feedback, during the FY25 school year, teachers have actively implemented Learning Targets and Success Criteria into their lesson planning, focusing on strategies to increase student engagement. ACSS ensures that curriculum-aligned materials and resources are selected based on the unique needs of each school's student population. The curriculum is rigorously monitored to maintain alignment with the Georgia Standards of Excellence. Teachers collaborate to develop lessons designed to improve student academic achievement. Job-embedded professional learning is provided to address student needs and deliver evidence-based interventions for those struggling with grade-level content.</p> <p>Furthermore, all K-5 teachers, remedial, SPED teachers, and administrators have completed the requirements of SB538, which includes one or more of the following: LETRS training, Dyslexia Endorsement, Reading Endorsement, or the GaLearns 10 Literacy Modules. This comprehensive training provides educators and administrators with a foundational understanding of how students learn to read and equips them to effectively meet students at their individual reading levels.</p> <p>Leaders and teachers utilize protocols to analyze academic data from various sources (STAR 360, System 44, Read 180, Success Maker, Beacon, and GMAS) to identify student needs. System leaders are trained in district-expected instructional methods, including student engagement and cognitive thinking skill strategies, enabling administrators to effectively evaluate classroom instruction. Formative assessments are conducted daily to identify student needs, supplemented by the analysis of summative data at the end of each unit.</p> <p>To further enhance proficiency and ensure continuous improvement, schools will continue with SDI walks throughout the 2025-2026 school year.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Areas for continued improvement include:</p> <ul style="list-style-type: none"> ● Refining strategies to teach standards with increased rigor, promoting higher-order thinking skills, and enhancing differentiated instruction to optimize academic performance. ● Providing personalized professional learning for teachers focusing on clear instruction, Lexile level understanding, integrating writing across disciplines, and embedding grammar standards within reading instruction to support holistic student development. ● Delivering ongoing content-specific professional learning to promote strategies that increase student achievement. ● Strengthening and enforcing in-depth data analysis protocols, with a focus on using data effectively to drive instructional decisions and improve student success. ● Fostering discussions and activities that promote student ownership and responsibility for their learning. ● Expanding student engagement methods to improve communication. ● Increasing student opportunities for career exploration. ● Providing ongoing training and endorsements in gifted education, ESOL, and advanced placement courses to offer rigorous options for diverse learners. ● Developing a clear understanding and implementation of instructional acceleration. <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The SDI team's analysis revealed several key trends and patterns in effective leadership, particularly focusing on data-driven decision-making and collaborative improvement. The consistent emphasis on a shared vision and mission, alongside the implementation of structured procedures and schedules, creates a foundation for maximizing student learning. However, the SDI walkthroughs highlighted a critical area for improvement: the need to ensure that data analysis is not only conducted but also effectively translated into classroom practices. This finding significantly impacted Leadership Team PLCs, prompting a deeper dive into data disaggregation and the development of targeted action plans. The team observed that while multiple data sources are utilized, the challenge lies in the consistent and impactful application of the resulting insights. The ongoing commitment to monitoring instruction through observations and collaboration underscores the importance of continuous improvement. The ACSS's role in fostering positive relationships between students, teachers, and leadership is vital, as it creates an environment conducive to growth. Moving forward, sustaining these effective practices, while addressing the identified areas for improvement, will be crucial in supporting the needs of students, teachers, and school leaders.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed a strong trend towards data-driven and job-embedded professional learning, with the ACSS utilizing diverse data to tailor professional development to staff needs. The district's focus on job-embedded learning, coupled with the use of TKES/LKES goals, indicates a commitment to personalized growth for educators. However, several areas for improvement emerged. A key pattern is the need for more robust content-specific professional learning aimed at boosting student achievement, specifically through the implementation of strategies that promote student use of learning targets, success criteria, active student engagement, and data analysis to drive student growth. Additionally, the team identified a necessity for broader professional learning opportunities, including those provided by external agencies and specialists, to enrich the staff's expertise. The diverse student population highlights the need for increased teacher endorsements in specialized areas like gifted education, advanced placement, ESOL, reading specialization, and, critically, dyslexia, as well as ongoing training in Early Literacy and all content areas and AP course offerings to provide rigorous options for diverse learners. Consistent implementation of established procedures and focused new teacher training on student engagement and classroom management were also noted as vital for enhancing professional capacity and addressing student, teacher, and leader needs. Furthermore, the district's expected transition from TKES to GaLeads in the 2025-2026 school year was observed as a significant effort to promote professional growth by providing more concise and actionable feedback, ultimately aimed at fostering teacher development.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>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.</p> <p>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.</p> <p>Through coordinated system-wide efforts, district departments</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>collaborate to utilize personnel, funding, and district and community resources to support the needs of school personnel, students, and families.</p> <p>Overall data indicated that parents feel welcomed and schools are providing more engaging parent building capacity events.</p> <p>Based on the annual Title I Parent and Family Engagement Survey and the Family Engagement Stakeholder Input Survey (2023-2024 - written responses), parents feel the following items would benefit parents and students in our school system:</p> <ul style="list-style-type: none"> ● 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.). ● 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. <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed a clear emphasis on creating a supportive learning environment through structured procedures, data-driven professional learning, and fostering positive relationships. The consistent implementation of a shared vision and mission, coupled with the use of multiple data sources, indicates a commitment to student success. However, several critical trends and patterns emerged that directly impact the identification of student, teacher, and leader needs. Firstly, the SDI walkthroughs revealed a gap between data analysis and its effective application in the classroom, highlighting the need for targeted professional learning in data analysis and instructional planning. This pattern underscores the importance of not just collecting data, but also translating it into actionable strategies that promote student growth. Secondly, the recognition of the diverse student population necessitates increased teacher endorsements in specialized areas like gifted education, advanced placement, ESOL, reading specialization, and dyslexia, alongside robust training in Early Literacy and all content areas. This trend points to the need for differentiated professional learning that equips teachers to meet the unique needs of all learners. Thirdly, the planned transition to GaLeads signals a shift towards more concise and actionable feedback, reflecting a commitment to fostering teacher development and professional growth. Finally, the emphasis on active student engagement, learning targets, and success criteria, as well as the need for consistent implementation of procedures and new teacher training in classroom management, highlights the importance of creating a structured and engaging learning environment. These trends collectively underscore the need for ongoing professional development that bridges the gap between data and practice, supports diverse learners, and fosters a culture of continuous improvement.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>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.</p> <p>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.</p> <p>Collaboration between all Federal Programs will continue to be important to address the unique and academic needs of students and professional development needs of teachers and school leadership.</p> <p>Surveys will continue to be used in order to identify the needs of teachers, school leadership, community, parents, students.</p>
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Strengths and Challenges Based on Trends and Patterns

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	
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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?

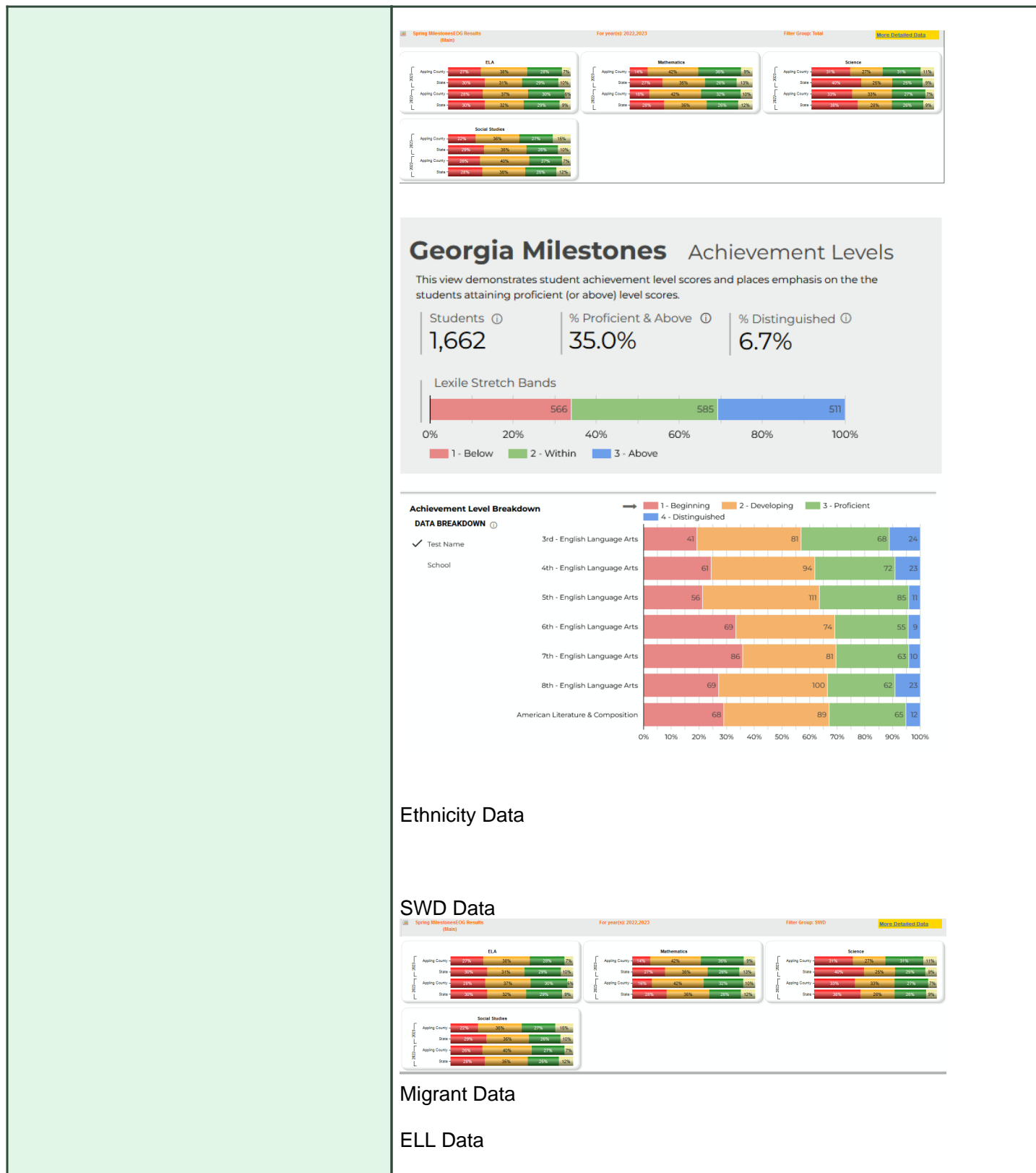
Georgia Kindergarten Inventory of Developing Skills (GKIDS) Current GKIDS summary data shows that Appling County students are holding steady in GKIDS Academic Progression in English Language Arts and Mathematics. The areas with the highest scores were phonemic awareness and phonics in ELA and compare 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%

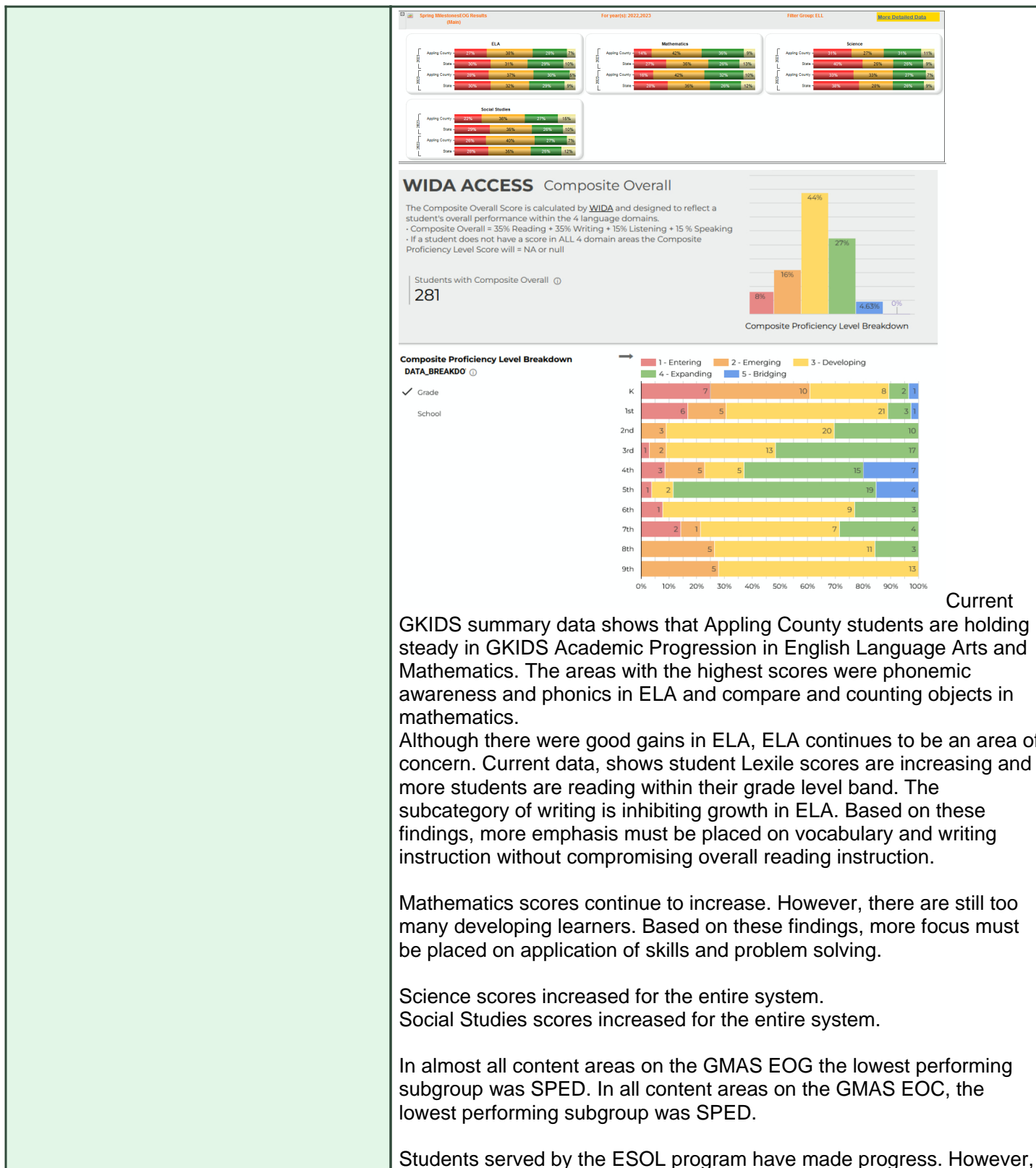
Mathematics							
Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Shapes	0%	0%	5%	0%	7%	47%	40%
Counting - Number	0%	2%	0%	7%	7%	32%	53%
Counting - Objects	0%	2%	0%	5%	9%	25%	60%
Compare	0%	2%	2%	2%	4%	51%	40%
Addition and Subtraction	0%	5%	0%	2%	9%	51%	33%

Georgia Milestone Data

Strengths and Challenges Based on Trends and Patterns



Strengths and Challenges Based on Trends and Patterns



Strengths and Challenges Based on Trends and Patterns

	<p>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.</p> <p>Based on the trend data, students are making progress across content areas. However, there is a continued need for job-embedded professional learning for challenge areas. Additionally, providing parents with building capacity events tied to the challenging academic curriculum needs to be a priority.</p>
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IDEA - Special Education

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

<p>Strengths</p>	<p>Based on the latest 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.</p> <ul style="list-style-type: none"> ● 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 4, 8, & 9-12 ● Participation Rate of SWDs in the statewide Math assessment in grades 4 & 8 ● Proficiency Rate of SWDs in the statewide Math assessment in grades 8 & 9-12 ● Proficiency Rate of SWDs in the Alternate Academic ELA standards in grades 4 & 8 ● Proficiency Rate of SWDs in the Alternate Academic Math standards in grades 4 & 8 ● Gap in Proficiency Rate of SWDs and all students in grades 8 against grade level ELA academic achievement standards ● Suspension/Expulsion Rate of SWDs including by race and ethnicity ● Least Restrictive Environment for SWDs ages 3-21 ● Preschool Outcomes Summary Statements 1 in the areas of Social-Emotional and Appropriate Behaviors and both Summary
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IDEA - Special Education

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

	<p>statements for Acquisition of Skills</p> <ul style="list-style-type: none"> ● Parent Involvement ● System is not disproportionate in any area ● Child Find Activities ● Early Childhood/BCW Transition completed within the timeline. ● Post school outcomes in the areas of employed within a year of leaving high school and enrolled in higher education or in some other post-secondary education or training program or competitive employment. ● FY 24 IDEA Parent Survey indicates a satisfaction percentage of 95.61% ● Transition planning for SWDs after high school voluntary review in FY 24 was found to be in compliance. ● Timely and Accurate Data for FY 24 was submitted within the expected date and is no longer a challenge. <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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<p>Challenges</p>	<p>Based on the latest Annual Performance Summary Report the Special Education Department of the Appling County School System has weaknesses in the following areas.</p> <ul style="list-style-type: none"> ●ul ● 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 4, 8, & 9-12 ● Participation Rate of SWDs in the statewide Math assessment in grades 4 & 8 ● Proficiency Rate of SWDs in the statewide Math assessment in grades 8 & 9-12 ● Proficiency Rate of SWDs in the Alternate Academic ELA standards in grades 4 & 8 ● Proficiency Rate of SWDs in the Alternate Academic Math standards in grades 4 & 8 ● Gap in Proficiency Rate of SWDs and all students in grades 8 against grade level ELA academic achievement standards ● Suspension/Expulsion Rate of SWDs including by race and ethnicity ● Least Restrictive Environment for SWDs ages 3-21 ● Preschool Outcomes Summary Statements 1 in the areas of Social-Emotional and Appropriate Behaviors and both Summary
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IDEA - Special Education

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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Evidence-Based Interventions Universal Screening Tool Supplemental Technical Resources Technical Assistance via Support Staff</p> <p>Resources for Supplemental Instruction Active Input from Stakeholders</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Challenges	<p>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</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Foster Care

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

Strengths	<p>Based on the annual Title I Parent and Family Engagement Survey and the Family Engagement Stakeholder Input Survey (2024-2025), parents feel the following items are strengths for our school system:</p> <ul style="list-style-type: none"> ● 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 ● 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 <p>!</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Challenges	<p>Based on the annual Title I Parent and Family Engagement Survey and the Family Engagement Stakeholder Input Survey (2024-2025 - written responses), parents feel improvement in the following areas would benefit parents and students:</p> <ul style="list-style-type: none"> ● Consistent and frequent communication concerning their child's academic, social, and emotional progress. Have school information in a concise, easy-to-find place where parents can find it easily. ● Send home daily work and examples for parents to know how to help students. ● Provide access to tutoring. ● Set reading incentives that are not AR focused. ● Consistently send reminders in multiple formats for events, not just posted on Facebook. ● Notify parents when students are struggling. ● Make sure family engagement events are relevant to student learning and will help the parent by providing strategies/materials to help the student at home. ● Scheduling meetings at a more convenient time, specifically having some meetings outside of the school day. Record the meetings and post to website, social media, etc. for parents that cannot attend. ● Focus on real world connections, rather than just a test. ● 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.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	<p>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.</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● 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.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	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	
	<u>Migrant Students Challenges:</u> Georgia Milestones Overall Preliminary Data Analysis FY24	
	Subject	Migrant
	Mathematics	Release Late Fall
	Science (grades 5 & 8 only)	21.6%
	Social Studies (grades 8 only)	20.0%
	ELA	29.9%
		43.4%
	End of Course (9-12) - Proficiency or Higher (levels 3 & 4)	
	Subject	Migrant
	Algebra	Release Late Fall
	American Literature & Composition	13.3%
	Biology	15.8%
	United States History(11 students)	54.4%
	Too Few for Subgroup	26.7%
	Based on FY24 EOG data, Migrant students scored lower than all students in ELA, Science and Social Studies. Based on FY24 EOC data, Migrant students scored lower than all students in ELA and Biology and score higher that all students in United States History.	
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>All ESOL teachers in the district hold the appropriate in-field certification for teaching ESOL students. The experienced ESOL teachers have the knowledge of second language acquisition, as well as early childhood development and the Georgia Standards of Excellence (GSE).</p> <p>Teachers work to integrate the Georgia Performance Standards with the ELD standards using a variety of evidenced-based instructional resources. This helps to enable English Learners to both communicate in English and demonstrate academic, social, and cultural proficiency. ESOL teachers work closely with regular education teachers to ensure that student needs are met.</p> <p>Good rapport with parents of ESOL students After school and summer school opportunities for ELs and immigrant students.</p> <p>EL and Immigrant students are provided multiple instructional opportunities in language development. They receive instruction from ESOL teachers as well as homeroom teachers.</p> <p>Bilingual Teachers ACSS ensures the student have equitable access to the regular educational curriculum</p>
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Challenges	Subject		ELL	All Students
	Mathematics		25.6%	50.3%
	Science (5th & 8th Grade Only)		3.2%	38.5%
	Social Studies (8th Grade Only)		8.3%	51.2%
	ELA		No Scores	No Scores
	End-of-Course Georgia Milestone Preliminary DataFY25 Proficient Learner or Higher (levels 3 & 4)			
	Subject		ELL	All Students
	Algebra		11.1%	57.1%
	American Literature and Composition		No Scores	No Scores
	Biology		16%	41.2%%
	United States History (Does not include Dual		0.0%	27.7%%

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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 !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- =1--!-a=1--!-a=1--!-a=1--!-a=1--
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Challenges	Mobility of families Growing numbers !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- =1--!-a=1--!-a=1--!-a=1--!-a=1--
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
 "100% transfer of FY25 Title IV, Part A funds."

Strengths	ACBOE has declared the intent to transfer FY26 Title IV, Part A funds to Title I, Part A. !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- =1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Challenges	ACBOE has declared the intent to transfer FY26 Title IV, Part A funds to Title I, Part A. !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- =1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Schools collect and disaggregate data on a continuous basis for all areas and use this data to determine strengths and weaknesses. Based on this information, students are strategically placed in settings to have full access to the curriculum based on their individual needs. Mentoring program for new teachers Professional learning to meet the needs of teachers/administrators/staff Strong collaboration with educational and alternate educational programs Scheduling at the K-5 schools is based on gender, race and ability
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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	There is a need to strengthen instructional rigor and close achievement gaps to ensure all students reach their full potential in ELA.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	<p>To improve ELA proficiency, we must address the gap between data analysis and classroom practice, provide differentiated instruction for diverse learners, and foster engaging, structured learning environments. Target needs include:</p> <ul style="list-style-type: none"> ● Enhanced teacher capacity in data analysis and instructional planning. ● Differentiated professional learning to meet diverse student needs (e.g., gifted, ESOL, dyslexia, Early Literacy). ● Consistent implementation of effective instructional strategies (e.g., learning targets, student engagement).
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Overarching Need # 2

Overarching Need	There is a need to strengthen instructional rigor and close achievement gaps to ensure all students reach their full potential in mathematics.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	To improve mathematics proficiency, we must address the gap between data
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Overarching Need # 2

<p>Additional Considerations</p>	<p>analysis and classroom practice, provide differentiated instruction for diverse learners, and foster engaging, structured learning environments. Target needs include:</p> <ul style="list-style-type: none"> ● Enhanced teacher capacity in data analysis and instructional planning, specifically related to mathematics content. ● Differentiated professional learning to meet diverse student needs within mathematics (e.g., gifted, learning disabilities, diverse language learners). ● Consistent implementation of effective mathematics instructional strategies (e.g., problem-solving, conceptual understanding, procedural fluency). <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - There is a need to strengthen instructional rigor and close achievement gaps to ensure all students reach their full potential in ELA.

Root Cause # 1

Root Causes to be Addressed	Persistent ELA achievement gaps reflect the need for more consistent teaching to the rigor of the standards and increased opportunities for students to take ownership of their learning. Additionally, more effective use of data to drive instructional decisions is essential to ensure targeted support that meets the diverse needs of all learners.
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	To address persistent ELA achievement gaps, we will focus on strengthening instructional rigor by aligning lessons and assessments more closely to the standards. Increasing student ownership through goal-setting, self-reflection, and meaningful engagement will empower learners to take charge of their progress. Instructional decisions will be guided by effective data use, with regular analysis to tailor support and interventions. Ongoing professional learning and coaching will build teacher capacity, and collaborative reflection through PLCs will ensure continuous improvement and shared responsibility for student success.
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Overarching Need - There is a need to strengthen instructional rigor and close achievement gaps to ensure all students reach their full potential in mathematics.

Root Cause # 1

Root Causes to be Addressed	Persistent mathematics achievement gaps reflect the need for more consistent teaching to the rigor of the standards and increased opportunities for students to take ownership of their learning. Additionally, more effective use of data to drive instructional decisions is essential to ensure targeted support that meets the diverse needs of all learners.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	To address persistent mathematic achievement gaps, we will focus on strengthening instructional rigor by aligning lessons and assessments more closely to the standards. Increasing student ownership through goal-setting, self-reflection, and meaningful engagement will empower learners to take charge of their progress. Instructional decisions will be guided by effective data use, with regular analysis to tailor support and interventions. Ongoing professional learning and coaching will build teacher capacity, and collaborative reflection through PLCs will ensure continuous improvement and shared responsibility for student success.
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District Improvement Plan 2025 - 2026



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)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input type="checkbox"/>	Title I, Part D
<input type="checkbox"/>	Title II, Part A
<input type="checkbox"/>	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 FY25 funds to be carried over to FY26.
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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.	<p>The district is requesting this waiver due to the use of ARP funds. ESSER - ARP funds were used to pay for technology and software programs that were previously paid with Title I, Part A.</p> <p>In FY26 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. District-wide initiatives for extended day/year instruction and professional learning will be implemented.</p>
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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)	<p>DISTRICT GOAL</p> <ol style="list-style-type: none"> By June 2026, increase the ELA content area score on the GMAS by 3% through the consistent implementation of rigorous, standards-based instruction, promotion of student ownership, and effective use of data to guide instructional decisions. By June 2026, increase the mathematic content area score on the GMAS by 3% through the consistent implementation of rigorous, standards-based instruction, promotion of student ownership, and effective use of data to guide instructional decisions.
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Flex Waiver # 1 - LocalProgrammaticWaiver

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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 and district-wide survey.!--a=1--!--a=1--!--a=1--!--a=1--

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.!--a=1--!--a=1--!--a=1--!--a=1--
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3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to strengthen instructional rigor and close achievement gaps to ensure all students reach their full potential in ELA.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Persistent ELA achievement gaps reflect the need for more consistent teaching to the rigor of the standards and increased opportunities for students to take ownership of their learning. Additionally, more effective use of data to drive instructional decisions is essential to ensure targeted support that meets the diverse needs of all learners.
Goal	By June 2026, increase the ELA content area score on the GMAS by 3% through the consistent implementation of rigorous, standards-based instruction, promotion of student ownership, and effective use of data to guide instructional decisions.

Equity Gap

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

Action Step # 1

Action Step	Provide ongoing, job-embedded professional learning focused on standards-based ELA instruction, effective data use, and strategies that promote student ownership. Learning will occur through collaborative planning, instructional modeling, and coaching cycles, with implementation monitored through observations and student data.
Funding Sources	Title I, 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	Observation logs Coaching records Fidelity checklists
Method for Monitoring Effectiveness	Classroom observations (engagement, data use). Student data analysis (subgroup progress) Coaching logs (strategy implementation). Teacher feedback (PL effectiveness). Fidelity checks (implementation consistency)
Position/Role Responsible	Leadership Team ELA Teachers Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 1

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>First District RESA Contracted Services</p>
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Action Step # 2

<p>Action Step</p>	<p>Provide parents with practical ELA/Reading support strategies via interactive workshops.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title I, Part C Title III, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Coherent Instruction Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Sign In Sheets Agendas, Minutes, PPTs, Handouts, etc. Parent Feedback</p>
<p>Method for Monitoring Effectiveness</p>	<p>Participant Feedback</p>
<p>Position/Role Responsible</p>	<p>Administrator(s) Teachers School Family Engagement Coordinator District Family Engagement Coordinator</p>
<p>Evidence Based Indicator</p>	<p>Strong</p>

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide equitable access to ELA-specific supplies, computer software, and technology for all students, ensuring resources meet diverse learning needs. Simultaneously, implement comprehensive whole-child supports to identify and address barriers impacting ELA achievement.
Funding Sources	Title I, 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	Inventory Tracking Usage Data Analysis Teacher Feedback

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to strengthen instructional rigor and close achievement gaps to ensure all students reach their full potential in mathematics.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Persistent mathematics achievement gaps reflect the need for more consistent teaching to the rigor of the standards and increased opportunities for students to take ownership of their learning. Additionally, more effective use of data to drive instructional decisions is essential to ensure targeted support that meets the diverse needs of all learners.
Goal	By June 2026, increase the GMAS mathematic content area score by 3% by strengthening instructional rigor, using data to inform targeted instruction, and promoting student ownership of learning to support meaningful academic growth for all students.

Equity Gap

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

Action Step # 1

Action Step	Provide ongoing, job-embedded professional learning focused on standards-based mathematics instruction, effective data use, and strategies that promote student ownership. Learning will occur through collaborative planning, instructional modeling, and coaching cycles, with implementation monitored through observations and student data.
Funding Sources	Title I, 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	Classroom Observations (engagement, data use) Student Data Analysis (subgroup progress) Coaching Logs (strategy implementation) Teacher Feedback (PL effectiveness) Fidelity Checks (implementation consistency)
Method for Monitoring Effectiveness	Observation logs Coaching records Fidelity checklists
Position/Role Responsible	Leadership Team ELA Teachers Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 1

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Action Step # 2

<p>Action Step</p>	<p>Provide parents with practical mathematic support strategies via interactive workshops.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title I, Part C Title III, Part A IDEA</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Coherent Instruction Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Sign In Sheets Feedback Forms Workshop Agendas & Materials</p>
<p>Method for Monitoring Effectiveness</p>	<p>Participant Feedback</p>
<p>Position/Role Responsible</p>	<p>School Family Engagement Coordinator District Family Engagement Coordinator Teachers</p>
<p>Evidence Based Indicator</p>	<p>Strong</p>

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 3

Action Step	Provide equitable access to math-specific supplies, computer software, and technology for all students, ensuring resources meet diverse learning needs. Simultaneously, implement comprehensive whole-child supports to identify and address barriers impacting mathematics achievement.
Funding Sources	Title I, 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	Inventory Tracking Data Analysis Usage Technology Audits MTSS Logs (confidential) Counselor & Social Worker Logs (confidential)

Action Step # 3

Method for Monitoring Effectiveness	Math Assessment Data Classroom Performance Attendance & Behavior Data Teacher Observations
Position/Role Responsible	Counselors Instructional Coaches Intervention Providers Teachers Administrators Program Directors
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 4

Action Step # 4

Action Step	During collaborative planning, teachers will analyze formative and summative data to identify trends, adjust instruction to the rigor of the standards, and develop differentiated strategies that promote student ownership and accelerate academic growth for all learners.
Funding Sources	Title I, 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations of Planning Instruction Analysis of Planning Documents Teacher Self-Reflection Review of Data Analysis Documentation
Method for Monitoring Effectiveness	Formative & Summative Assessment Data Progress Monitoring Data Student Work Samples
Position/Role Responsible	Administrators Instructional Coaches Teachers Intervention Specialist Program Directors
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Action Step # 4

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>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:</p> <ul style="list-style-type: none"> ● 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, local government representation, 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, and 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 of 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. Two local newspaper reminders. 2. Posted on the 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, and Homeless Liaison;), Parent Involvement Coordinator, IDEA Director, and Curriculum Director presented district-wide information at the CNA meetings. These coordinated efforts ensure 1. A comprehensive system in place to review and evaluate students, teachers, parents, and community to determine areas of strength as well as areas of needed improvement and identify/formulate
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Coordination of Activities

	<p>improvement plans. 2. Services are provided efficiently and timely 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 FY26 Title II, Part A and Title IV, Part funds be transferred to Title I, Part A to meet the goals of the FY26 CLIP. 5. Ongoing collaboration continues throughout the school year. It 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.</p> <p>!-a=1--!-a=1--</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>The Appling County School System will continue to ensure that low-income and minority children enrolled in the district are not served at disproportionate rates by ineffective teachers, out-of-field teachers and inexperienced teacher.</p> <p><u>The following practices and processes have been put in place in the district:</u></p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● Results of supervision and evaluation processes are analyzed carefully and used to monitor and effectively and adjust professional practice throughout the system. <ul style="list-style-type: none"> ● 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. <p>!----comment node----!-a=1--!----comment node----!-a=1--</p>
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Professional Growth Systems

<p>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:</p>	<p>All certified staff engage in ongoing, job-embedded professional learning tailored to both system and individual needs. District-level initiatives focus on teaching to the rigor of the standards, the science of reading, effective writing strategies, and curriculum implementation across content areas. In addition, schools provide site-specific training aligned with school-level goals. Professional learning is continuous and collaborative, occurring within professional learning communities. Each educator is required to set professional learning goals or develop a written plan, supported by self-evaluation, to document growth and impact throughout the year. All teachers are expected to be self-reflective practitioners who continuously assess and adjust their practices to improve student learning.</p>
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PQ – Intent to Waive Certification

<p>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)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> for all teachers (except Special Education and Gifted service areas in alignment with the student's IEP), or 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). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Appling County School District waives certification as outlined in the District Strategic Waiver for FY26, 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. EIP teachers must be certified in elementary education.</p> <p>!----comment node----!--a=1--</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Regular Education:</p> <ol style="list-style-type: none"> Clearance Certificate <p>Special Education Teachers:</p> <ol style="list-style-type: none"> Must hold GaPSC Special Education Certification aligned with teaching assignment (General, Adapted, Visual/Impairment, etc.) AND Must have a Clearance Certificate <p>EIP Teachers:</p> <ol style="list-style-type: none"> Must hold GaPSC Certification in elementary education AND Must have a Clearance Certificate <p>CTAE:</p> <ol style="list-style-type: none"> Clearance Certificate Must be eligible for a GAPSC non-renewal or waived certificate in the field of employment. <p>!--a=1--</p>
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State and Federally Identified Schools

<p>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.</p>	<p>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 FY26, 100% of Title II, Part A and Title IV, Part A will be transferred to Title I, Part A.--a=1--</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>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.!--a=1--</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>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.</p>	<p>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!--a=1--</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Appling County School System ensures an effective transition process for students from middle school to high school and from high school to post-secondary education.</p> <p><u>Middle School Transition:</u> 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.</p> <p><u>High School Transition:</u> 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</p> <p>!-a=1--</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Appling County School System works to support, coordinate, and integrate services with early childhood programs. Partnerships with outside programs such as Babies Can't Wait and the Appling County Department of Family and Children's Services ensure that children are identified for early intervention services as early as possible. Preschool special education services are provided to students beginning at three years of age. The Migrant Education Program also provides identification and services to preschool Migrant three and four year old children. These programs provide children with access to needed education intervention, instruction, and services early to ensure that individual student needs are met. These students are then provided with transition services into school beginning as early as age four. Coordination and integration of services for four year old children in regular education pre-kindergarten programs, State Bright From the Start, Head Start, Kiddie Kastle, and other private schools is supported and coordinated by school administrators with the assistance of program directors. Program directors 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.!--a=1--</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>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.</p>	<p>Appling County School System does not have any Title I targeted assistance schools.!--a=1--</p>
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Title I, Part A – Educational Programs

Title I, Part A – Educational Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>The Appling County School System provides all students with equitable access to rigorous, standards-aligned curriculum and learning experiences that foster academic, cognitive, and life skills development. Curriculum, instruction, and assessment are continuously monitored and adjusted to ensure vertical and horizontal alignment with district goals and instructional priorities.</p> <p>A structured process is in place for reviewing and revising curriculum at both the school and district levels to maintain alignment and instructional coherence. System and school leaders formally and consistently monitor instructional practices—beyond classroom observations—to ensure they align with district values, adhere to the approved curriculum, engage all learners, and reflect content-specific standards of professional practice.</p> <p>Teachers use a variety of formative and summative assessments, including Amira, Beacon, and Illuminate, to monitor student progress, adjust instruction, and provide timely, actionable feedback. Universal screeners and common assessments are used across all schools to guide data-informed instruction and interventions. Evidence-based instructional programs such as Foundations, Just Words, Wilson Reading System, Read 180, System 44, Amira, and Savvas support Tier I, Tier II, and Tier III instruction, particularly in the prioritized areas of ELA and math.</p> <p>Instructional Support Specialists provide ongoing coaching and training to teachers, ensuring the implementation of research-based strategies that support all learners. Teachers collaborate regularly in PLCs to develop lessons, analyze data, and plan for differentiated instruction that meets the diverse needs of students, including SWD, EL, migrant, homeless, immigrant, and neglected/delinquent populations.</p> <p>Middle school students receive core instruction in language arts, math, science, and social studies, as well as connections courses in areas such as STEM, health, band, chorus, agriculture, and physical education. Targeted support is provided through remediation and enrichment classes as needed. High school counselors monitor academic progress to ensure students remain on track for graduation. The district also supports extended learning opportunities, including after-school and summer programs, for at-risk students and those with specialized needs. Students enrolled at Georgia Baptist Children's Home and Family Ministries (GBCH) receive instruction through Edgenuity and supplemental materials, with on-site support from certified and special education staff. Transitional services and extended-year learning ensure educational continuity and post-secondary readiness for GBCH students.</p> <p>Finally, the district prioritizes family engagement by building parent capacity through workshops and initiatives that empower families to be active participants in the educational process. Parents are offered opportunities to engage in decision-making and support student achievement across all schools.</p> <p>Supplemental Evidence-Based Programs and Initiatives Included in the Curriculum:</p> <ul style="list-style-type: none"> ● Amira (early literacy screener and intervention)
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Title I, Part A – Educational Programs

	<ul style="list-style-type: none">● Beacon (interim assessment platform)● Illuminate (used at ACMS & ACHS)● Foundations (foundational literacy for early grades)● Just Words (word study for struggling readers in grades 4+)● Wilson Reading System (intensive reading intervention for students with significant needs)● System 44 (supplemental reading for struggling readers)● Read 180 (supplemental reading support to improve comprehension and fluency)● Program Language for Learning (Direct Instruction)● Language for Writing/Language for Thinking (for at-risk students with language needs)● Savvas Math (evidence-based math instruction and intervention) <p>!-a=1--</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>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.</p>	<p>All potential migrant students are identified through the occupational survey, as required by GADOE--MEP, which is included in all Appling County registration packets. This is placed into the registration packets of new students and 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 determines 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.</p> <p>General Rules for ID&R:</p> <ul style="list-style-type: none"> ● Appling County complies with the federal and state ID&R guidelines and standards. ● Every Friday during the regular school year and all month of June,
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	<p>migrant paid staff conducts ID&R activities.</p> <ul style="list-style-type: none"> ● 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. <p>When new students are enrolled in schools in the district, a new student registration packet is given to the student. This information includes the occupational survey. Information from the completed occupational survey is reviewed as indicated above. As a part of the registration process, schools obtain parent/guardian signatures 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 made available by the MEP personnel in a timely manner. The health information is updated on the first Migrant Participant Report completed at the district. MEP personnel ensure 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.</p> <p>The Federal Programs Director and MSSPs have access to MSIX and will use the program to gather additional student record information. Information will be gathered regarding student enrollment in schools, times of enrollment, student demographic and general information, course history, assessment history, grade placements, program placements, etc. This information will be used to make important decisions regarding student placement and services the school and</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	<p>district provide for migratory children and youth. The information included in MSIX provides specifics on students who are reviewed to coordinate services with other educational agencies and programs, including HEP, CAMP, and Telamon.</p> <p>!-a=1--</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>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.</p> <p>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.</p>	<p>Implementation Plans are developed for areas of identified need in the district for P3-P5, out-of-school youth and dropout based on research data and surveys completed by parents, OSY and dropouts. IPs are submitted to Region 2 for review and approval. These plans include all eligible migrant students enrolled and identified in Appling County and are evaluated at the end of the school year and at the end of summer school. Migrant student services including non-academic support services are provided to all students in P3 through P5, PK through 12th grade, 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.</p> <p>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.</p> <p>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.</p> <p>!-a=1--</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>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 System 44, READ 180, Wilson Reading and SRA Direct Instruction programs provide research based intervention for students with disabilities in the area of Reading. In addition, during the FY 25 school year the Readable English program was implemented with SWDs at the middle and high school level. This will continue and be expanded to more students at the high school in FY 26. 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 be implementing the new state standards. The ACSS reviewed and chose Math programs for teaching the new standards that include resources to target areas of need for students with disabilities with a variety of methods.</p> <p>New Special Education teachers will continue to participate in training provided by GLRS that targeted skills needed to be an effective teacher for students with disabilities. This training included both coaching and feedback in an effort to build capacity within the system to further the improvement of instruction provided in the co-taught setting for schools that have identified this need.</p> <p>In addition, the ACSS employs a Special Education Parent Mentor. The Parent Mentor provides information, support, and resources to families whose children receive early interventions and special education services in Appling County Schools. The Parent Mentor communicates with parents to remind and encourage them that their participation in their child's school meetings is important. The Mentor works with families to connect them with and assist with applying for outside services the child may need within the community, the region, or throughout the state. Each year the Parent Mentor assists the Special Education Director with coordinating the distribution of the Annual Parent Involvement Survey for Georgia Families Raising a Student with a Disability to families in Appling County. The Parent Mentor also works with the Special Education Director to provide training to parent within the school district.</p> <p>Moreover, the Parent Mentor coordinates with the Special Education Director to select, track, and report on a family engagement framework completed with a selected target group. The Parent Mentor works in collaboration with other special education staff to help identify students with disabilities considered at risk of not graduating with their peers, in need of transition services/assistance, or may need extra encouragement and family supports to have positive attendance, behavior, and make academic progress. After student selection is completed the Parent Mentor provides a pre-survey to the parents of</p>
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IDEA Performance Goals:

	<p>the targeted group prior to the start of the activities, completes benchmark checks during the target group work, and then a post-survey after the conclusion of the activities. During this process the Parent Mentor reports the target group initiative, work completed, and final data collected to the state for review. The Parent Mentor also reports quarterly to the state any contacts with parents such as emails, calls, text messages, training, meetings, etc. along with other activities and training attended by the Parent Mentor.</p> <p>Additional information has been provided by schools that is specific to that school in the area of improving the graduation rate of students with disabilities.</p> <p>The Appling County High School (ACHS) in addition to the academic supports listed above partners with Coastal Pines Technical College and business partners in the community to offer courses to engage students in a profession of interest after graduation. Training in the classroom as well as hands-on-training will be part of the program. The courses offered are: Welding, Culinary Arts, Automotive Mechanics, Diesel Mechanics, Construction, Audio/Video, and Cosmetology. The Special Education Department of ACHS refers students with disabilities to Vocational Rehabilitation Services as well as involving them with the High School High Tech Program. Through these programs students are given the opportunities to visit job fairs and tour technical schools. In coordination with these programs and local initiatives students 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. 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. ACHS Special Education staff were provided technical assistance during the FY 23 school year in the area of writing compliant Transition Plans.</p> <p>The Appling County Elementary Complex (ACEC) utilizes several activities in addition to the academic supports referenced earlier. Career Modules with associated field trips are organized by the counselor to provide students with knowledge of a plethora of career opportunities. An Agriculture Education class will continue that allows students to participate in agriculture related instruction during the connection segment of the day.</p> <p>Altamaha Elementary School in addition to providing instruction on grade level standards also implement evidence-based interventions in math and reading to increase achievement of students with disabilities. This is an ongoing process that is facilitated by all school staff. The SPED Director assists in this process through collaboration with the school and coordinating services and training as needed. She also provides observations of and feedback to staff as needed. Professional</p>
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IDEA Performance Goals:

	<p>learning opportunities with coaching and feedback are provided through Southeast GLRS and First District RESA.</p> <p>Fourth District Elementary School also provides Evidence Based Instruction with Reading and Math interventions for students with disabilities. In addition the School Counselor organizes a Career Day for all students to interact with local business owners and other community leaders in an effort to assist with sparking interest in a career area. The SPED Director assists by reviewing student data as well as the programs and interventions provided at the school.</p> <p>Appling County Middle School is adept at writing compliant Transition Plans for students in grade 8 or 14 years old as well as writing individualized transition goals and activities to help move students towards graduation as well as success and independence after graduation. All 8th grade students complete the Georgia Career Information System which provides information about student interests and what areas/fields would be the best fit for individual students. This information is then used to develop Transition Plans and goals for SWDs to help them meet post-secondary goals and be successful after graduation. Ongoing re-delivery of updates and guidance received from GADOE are provided to the staff via the SPED Department Head as well.</p> <p>!-a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</p> <p>What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?</p> <p>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</p>	<p>To improve services for young children (3-5) with disabilities the ACSS employs three Preschool Intervention Teachers along with a Preschool Inclusion Teacher. Five paraprofessionals are also employed to assist these teachers in providing the individualized services required by this population. These personnel are instrumental in ensuring that these young students make the gains needed early so that the students are able to transition to the regular classroom as soon as possible.</p> <p>During the FY 19 school year a multi-disciplinary evaluation approach was implemented and will be continued to better identify and determine the specific needs of this population. This approach includes a school psychologist and speech therapist in the screening and evaluation process of these children.</p> <p>Our system also has a Special Education Parent Mentor that facilitates communication with parents and assists them in providing the necessary documents for their child to attend the Preschool Intervention Program. In addition, questions relating to the possibility of a student having Autism will be added to the referral packet along with the completion of a checklist or scale by the parent in the area of Autism.</p> <p>Schools in the district that serve this age children receive referrals from a variety of sources to include: Babies Can't Wait (BCW), parents, and 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. Proposed dates for evaluation and initial eligibility are set up at the transition meeting. The system follows up</p>
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IDEA Performance Goals:

	<p>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.</p> <p>!-a=1--</p>
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<p>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</p>	<p>To improve the provision of FAPE to all students, the ACSS utilizes Child Find procedures to identify possible students that may have a disability. This is achieved for children that are not currently enrolled in school by referrals from a variety of community sources. The system has a collaborative relationship with the Babies Can't Wait and Head Start Programs allowing identification of students with disabilities early and in a timely manner. Students that are enrolled in the district and are experiencing difficulty in the school setting are identified via the MTSS procedures for the system.</p> <p>In addition teachers are trained on IEP and eligibility procedures through ongoing discussion with the school psychologist, SPED Director, and SPED Dept. Head. LRE is ensured by providing services based on a continuum from least to most restrictive. Progress is monitored to ensure student success and to identify continued concerns. Adjustments are made based on progress data and classroom performance. The continuum of services for SWDs include inclusion/co-teaching & supportive services with paraprofessional support, resource, self-contained, modified day/schedule, separate school, provision of related services (Speech, OT, PT, Transportation). IEP accommodations and modifications are shared with all teachers working with SWDs at the beginning of the school year and again after IEP annual reviews or 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</p>
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IDEA Performance Goals:

	<p>accomplished through a variety of means. These are the Preschool Intervention classroom and/or Speech resource room; Small group and individualized instruction within the co-teaching classroom; teaching on the students' level to help close the gap and meet grade level standards; student participation in evidence-based math and reading interventions; Creating IEPs that are tailored to individual students' needs; making accommodations and modifications to instruction and teaching strategies that align with the IEP; providing related services (Speech/PT/OT) that assist students with meeting grade level standards and access the curriculum.</p> <p>Professional Learning is delivered on an ongoing basis throughout the year by the Special Education Department, Instructional Support Specialists, as well as other providers to provide support for the teachers in regards to the various disability categories and how they manifest themselves, eligibility criteria, and the teaching of students with disabilities in the general curriculum.</p> <p>Procedures and practices are in place in the system to ensure that student needs are being met. Gen Ed and SPED teachers regularly meet to plan instruction and review student data. Student data is collected from progress monitoring tools as well as formative and summative data from other sources. IEPs of SWDs are reviewed at a minimum annually to discuss student strengths and weaknesses. Gen Ed and SPED teachers are responsible for implementing strategies and practices to ensure SWDs' needs are being met. Administrators periodically review data with both Gen Ed and SPED teachers to ensure that all are utilizing the appropriate methods and tools to ensure success in the classroom for SWDs.</p> <p>!-a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Compliance with state and federal law and regulations is achieved by the ACSS using the State of Georgia's GO-IEP program to ensure that all required Special Education paperwork is completed accurately and in a timely manner. Expectations for SPED teachers to meet compliance with state and federal laws are outlined in the ACSS SPED Manual with procedures in place to monitor the completion of IEP/Eligibility/Reevaluation Data Review paperwork and the processing of referrals to special education. Compliance is monitored by the SPED Director or designee via GOIEP reports. If there are teachers that are not timely and ultimately non-compliant with paperwork the SPED Director emails the staff member as a reminder. If the incomplete paperwork is not completed after the reminder a second notice via email is provided with the school level administrator and SPED Dept. Head included. If this does not correct the issue then the SPED Director contacts the school level administrator and they will address this with the staff member in person with signed documentation. In addition, the SPED procedure manual is updated annually with any changes that are needed to maintain compliant practices. At the beginning of each year all SPED staff attend Professional Learning led by the SPED Director for any updates to the ACSS SPED Manual as</p>
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IDEA Performance Goals:

	<p>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. Facilitated IEP training has been added during FY 25. This is provided through GLRS and GADOE. Participants will attend and redeliver the training at the school level. This will be implemented to foster more positive relationships between parents and school staff.</p> <p>To ensure students with disabilities receive the services written in their IEP the building level administrators complete walk-throughs and observations of Special Education Teachers using the TKES evaluation tools to ensure that students with disabilities receive the prescribed instruction and related services.</p> <p>!----comment node----!--a=1--</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds will be transferred to Title I, Part A</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds will be transferred to Title I, Part A</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds will be transferred to Title I, Part A</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds will be transferred to Title I, Part A</p>
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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 FY26 Title IV, Part A funds will be transferred to Title I, Part A
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>The LEA has experienced some success in the implementation of the FY25 LEA Equity Plan, but not to the extent to abandon some of the strategies that has been implemented and have been successful.</p> <p>District Mean Growth Percentile - Increase the district growth percent on Georgia Milestones by 3% each year intervention 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</p> <p>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)</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Appling County School System was successful in implementing the steps as outlined in the FY25’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.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>The LEA has experienced some success in the implementation of the FY24 LEA Equity Plan, but not to the extent to abandon some of the strategies that has been implemented and have been successful.</p> <p>District Mean Growth Percentile - Increase the district growth percent on Georgia Milestones by 3% each year intervention 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</p> <p>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)</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Appling County School System was successful in implementing the steps as outlined in the FY25’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)</p>
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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
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Title II, Part A	No Participating Private Schools
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Title III, Part A	No Participating Private Schools
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Title IV, Part A	No Participating Private Schools
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Title IV, Part B	No Participating Private Schools
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Title I, Part C	No Participating Private Schools
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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.
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