



Comprehensive Needs Assessment 2026 - 2027 School Report



Appling County
Altamaha Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Leadership Team

	Position/Role	Name
Team Member # 1	School Administrator	Dr. Angela Haynes
Team Member # 2	Academic Coach	Joanna Wainwright
Team Member # 3	Media Specialist	Shelly Horton
Team Member # 4	Counselor	Simikia Wright
Team Member # 5	Special Education Chair & PIP/Pre-K Chair	Mandy Floyd
Team Member # 6	MTSS School Chair/SLP	Marti England
Team Member # 7	Assistant Principal	Andrew Livingston

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Chair	Suzette Spainhoward
Team Member # 2	First Grade Chair	Danielle Squires
Team Member # 3	Second Grade Chair	Christy Carter
Team Member # 4	Third Grade Chair	Jill Pittman
Team Member # 5	Fourth Grade Chair	Daina Fennell
Team Member # 6	Fifth Grade Chair	Krista Carter
Team Member # 7	Resource/SPED	Mandy Floyd
Team Member # 8	Paraprofessional	Gracie Horton
Team Member # 9	School Council / PTO / Parent-Family Engagement Rep.	Adam Smith
Team Member # 10	Community Leader	Jake Martinez

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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Superintendent	Elgin Dixon
Stakeholder # 2	Federal Programs Director	Dr. Norma N. Cortes
Stakeholder # 3	Special Education Director	Dr. Chelsi Norris
Stakeholder # 4	Parent & Family Engagement Coordinator	Jaclyn Hernandez
Stakeholder # 5	Executive Director Appling Community Connection Family Connection Prevent Child Abuse/Safe Families P.R.I.D.E. Instructor	Amy Rediger
Stakeholder # 6	Curriculum Director	Rustin Parker
Stakeholder # 7	Community Leader	Jake Martinez
Stakeholder # 8	School Council/PTO/Family Engagement Rep	Adam Smith

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team will seek the advice and expertise of the stakeholders by asking questions, seeking clarifications on how to best meet the identified needs of all learners, and involving these stakeholders in the decision-making process to develop strategies to improve.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Title I, Part A Surveys ● Parent and Family Engagement Surveys Climate Surveys ● Students ● Staff ● Parents IDEA Surveys ● IDEA Parent Survey Comprehensive Needs Assessment Data Survey ● Faculty Survey ● Parent Survey Staff Meetings ● Leadership Meetings ● Faculty / PLC Meetings
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Altamaha's perception data revealed the strengths and weaknesses of our school across all stakeholders. Identified strengths were opportunities to share feedback, input on school improvement, open communications, and a welcoming environment. Also, surveys evidenced that stakeholders liked the variety of methods of communication: flyers, website postings, Remind messages, Parent-Teacher Organization meetings, and Title I meetings/training, such as Literacy and Math-Tech. Based on parent surveys, this perception data revealed that parents are most interested in the reading and math curriculum training and liked having pamphlets sent home about how to help their child with reading and math. Furthermore, parents liked having different options for time to attend curriculum training and the grade-level informational videos. Overall, surveys revealed that parents feel communication is a strength. Altamaha Elementary will continue to provide parents with pertinent information to assist their children in the classroom. Student perception data from climate survey showed that students felt safe at school and that their teachers supported them. This survey data did not reveal a significant weakness. Altamaha Elementary will continue to educate students on safety protocols and use a social-emotional curriculum to support their well-being.
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	Altamaha survey results and staff meetings revealed that mathematics is a strength school-wide. To continue building on this strength, Altamaha will continue with standards-based mathematics instruction, using additional resources such as computer-based learning programs and paraprofessionals to assist with small-group instruction. Over the past five years, staff discussions revealed that students' reading and writing proficiency is not as strong as in math. Altamaha Elementary will be continuing to build teacher capacity with HMH Into Read facilitate student growth and strengthen student comprehension, increase fluency, improve writing skills, and build vocabulary. The academic coach will assist teachers in sufficiently implementing the reading program and the second year of the new math standards. Paraprofessionals will assist reading and math teachers with small group instruction to help with the needs of all learners. Overall, meeting discussions and surveys revealed that the staff also feels like communication is a strength. During PLCs, teachers expressed a need for additional support in increasing rigor through instruction based in ELA standards and HMH Into Reading. They also discussed a need for a math intervention that is more hands-on for students. The Early Intervention Program for Reading and Math will also addressed the expressed concerns for improving the academics.
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What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Social Emotional ● Counseling Referrals (Counseling Log) Mental Health Referrals (Mental Health Log) ● DFACS Referrals ● Discipline Referrals (Infinite Campus) ● Nurse Referrals (Medication Administration Record, Daily Assessment Log, Incident Reports) ● Supplemental Program Referrals Diverse Population ● Home Language Referrals ● Testing Participation Committee (TCP) Process ● (MTSS) Multi-Level Prevention System- Fidelity Logs ● Early Intervention Program (EIP) ● Individualized Educational Plan (IEP) ● 504 Plans Parent and Community ● School Council Meetings / Parent Advisory Council Meetings and Parent-Teacher Organization (PTO) - Utilize input to make informed decisions concerning school improvement. ● Parent and Family Engagement Workshops and Events – Involve, educate, and inform parents/families of their children's education and school activities to build a connection between school and home Clubs / Athletic Activities ● Ambassadors ● After School Program
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	• Chorus • Quiz Bowl Teams • CHAMPS • 4-H
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?”)	Altamaha’s process data, gathered from various sources, revealed the following information. Social-Emotional Due to the poverty level and diverse social-emotional needs of students at Altamaha Elementary, there is a considerable need for mental health providers, physical therapy, occupational therapy, nurse services, and dental services for each child's well-being. School counseling provides the social-emotional needs of the individual child, which can be met through individual sessions, small group counseling, and classroom guidance. If further mental health issues arise, the school counselor will make mental health referrals after consulting with parents/guardians. After a mental health referral, the school counselor will collaborate with the mental health therapist and teachers to ensure the child receives the support needed. Mental health services are offered within the school and by outside providers. The school counselor contacts DEFACS services if observed and/or stated facts/evidence compromise a child's physical and emotional well-being. The school counselor also provides social skills training and classroom guidance for the entire school population. Furthermore, the mental health counselor is available to meet students' needs daily and during a crisis. The school system's occupational therapist provides occupational therapy services, and physical therapy services are contracted with an outside agency. The school nurse provides nursing services for the school-wide population. Furthermore, the nurse maintains a daily nursing assessment log for administering prescription medications. The nurse also schedules the Dental Bus days to offer dental services to students who sign up for them. Altamaha Elementary has been implementing the Positivity Project (P2) in collaboration with other schools in the district for three years. This project focuses on 24 character strengths, teaching students the skills to develop healthy mindsets and build positive relationships. Each week, students learn about one of the 24 characteristics and how to apply these character strengths in their lives. They also participate in activities such as Red Ribbon Week, encouraging kindness and consideration for others, Hornet of the Week and Class of the Month. Furthermore, all 5th graders participate in a weekly CHAMPS program to increase drug awareness that the School Resource Officer teaches. Diverse Populations Altamaha Elementary has a diverse student population representing many cultural backgrounds. Thus, meeting the needs of this diverse

population warrants having specific protocols in place. These protocols utilized at Altamaha within Appling County directly align with state guidelines. The two main protocols used with diverse learners are the Home Language Survey Process and the Testing Participation Committee (TPC). All students who enroll in the Appling County School System receive a Home Language Survey as part of the enrollment packet. This Home Language Survey is provided in English, Spanish, and other languages as needed. If present, Migrant or ESOL staff may provide additional assistance in helping parents/guardians complete the Home Language Survey.

The data clerk offers a copy of the Home Language Survey to the ESOL teacher if any question has "yes" as an answer. If a student's Home Language Survey has at least one "yes" answer, the ESOL teacher screens the student for ESOL instruction utilizing the WIDA screener. Students either qualify or do not qualify based on the screener scores. If the student's score indicates the need for ESOL instruction, the student is considered an English Learner. The ESOL teachers schedule eligible students for ESOL instruction and notify parents of their child's placement into the ESOL program. The ESOL instructional team will convene a TPC meeting to determine which testing accommodations are needed and if they are required. The TPC is an annual process that takes place as long as a student is in ESOL. If SPED dually serves a student, the ESOL teacher participates in the IEP meeting and documents that the IEP reflects that student's accommodations.

Students identified as EL must take ACCESS 2.0 annually to measure their English language proficiency growth from year to year. These scores also provide data for exit consideration. According to this data, approximately 7% of Altamaha students utilize a primary home language other than English. Thus, to meet the needs of the ESOL population, all correspondence is sent home in English and Spanish.

Collected process data also come from students served in the following: Multi-Tiered System of Support (MTSS), Early Intervention Program (EIP), Special Education, and 504. This data helps with monitoring and addressing the needs of these learners via progress monitoring of their performance and social-emotional well-being. Fidelity logs and checkpoints ensure that all learners in these programs are closely monitored. Students who are not making adequate progress in the general curriculum become recognized as EIP to receive additional help academically, socially, and emotionally. Depending on students' needs, those who struggle in EIP are moved through the MTSS Multi-level Prevention System to receive more intense instruction and social-emotional support. When students do not improve within each tiered intervention, a data team of teacher(s), parent(s), and any additional support staff meet to determine how to serve the student best and if referrals need to be made to 504 or SpEd. Maintained documentation shows how the school meets these identified students' instructional and social-emotional needs.

Parents, Families, and Community

Altamaha Elementary provides opportunities for parents to be active

	participants within the school setting. They provide input into programs that will encourage and assist students who struggle with academics and social/emotional situations through School Council/Parent Advisory and PTO meetings. Also, Parent and Family Engagement workshops and events provide all parents opportunities to be involved and give input on enhancing, improving, or changing the school's current practices to address all students' academic and social-emotional concerns or needs. Furthermore, Altamaha utilizes the Positivity Project program with students, parents, and staff to help everyone develop character strength, build relationships, remember the importance of self-worth, and deal with stressful situations positively and productively. Clubs Altamaha Elementary provides opportunities for students to participate in Show Chorus, Ambassadors, After School Program, Quiz Bowl Teams, Reader Leader Club, 4-H, and CHAMPS. Students enjoy these clubs and have an opportunity to build self-esteem, develop social-emotional skills, and apply learning in real-life situations.
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What achievement data did you use?	Survey results, attendance data, student achievement results, and student demographic data: • Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS) GKIDS Readiness Checklist • Georgia Milestones Assessment System (GMAS) • ACCESS 2.0 for English Language Learners Alternate ACCESS for English Language Learners • Amira Universal Screener • SAVAS Math SUCCESSMAKER • Beacon ELA • Beacon Math • Common Assessments • Benchmark Assessments • Reports from Computer-based instructional programs
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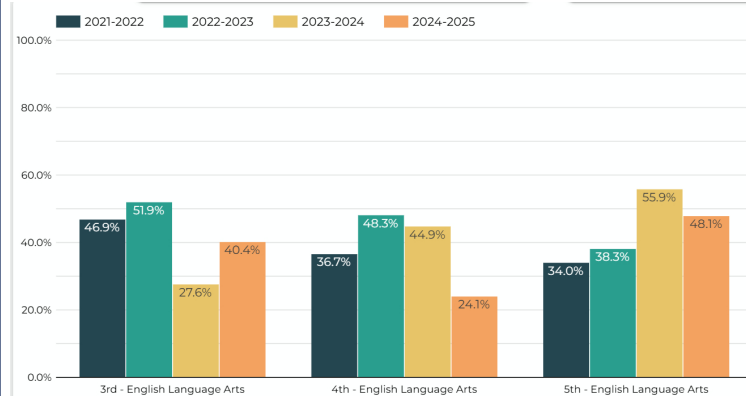
What does your achievement data tell you?	This achievement data shows us individual student's strengths and weaknesses, as well as grade level and school-wide strengths and weaknesses. With the new rigor of GKIDS 2.0, teachers receive a more detailed report of students' progress. This information shows that most all students are mastering the basic expectation of kindergarten skills. There are no distinct or significant areas of concern with any of the subgroups: gender, race/ethnicity, and economically disadvantaged. Kindergarten teachers use GKIDS assessment to monitor the progress of their students. ACCESS Results FY'25 compared to FY'26 ACCESS 2.0 progress results show that ESOL students demonstrated progression in the bands with some moving up in the performance bands and others being exited from ESOL program. Five students
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demonstrated growth, comparing FY'25 to FY'26. One student showed no growth. Drilling down to each of the domains revealed speaking as the main weakness and writing with certain individuals.

Amira and Beacon Trend Data:

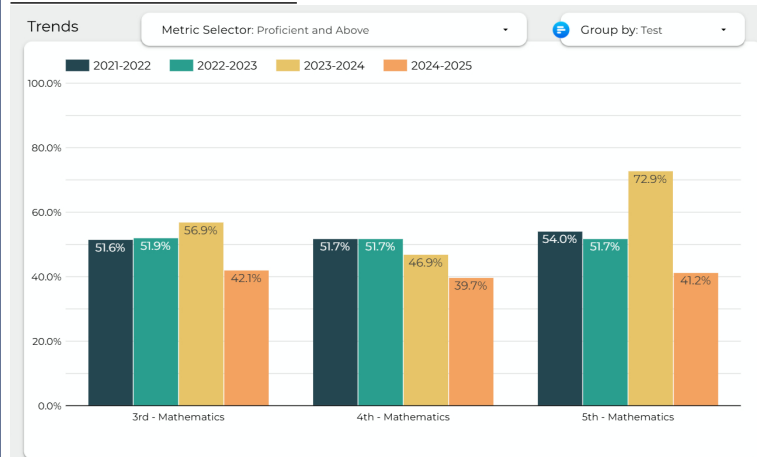
For the FY'25, Altamaha Elementary teachers and administrator used STAR 360 as the data collection tool for monitoring student's progress in grades 1-5. The most significant trend in the ELA data is the continual improvement, especially in first, second, and fifth grade. However, STAR ELA data in third and fourth grade demonstrated the least growth, warranting a closer look at how the standards are taught and the resources used. STAR Math trend data evidences that students demonstrate a year's growth from fall to spring in all grades.

GMAS ELA trend data

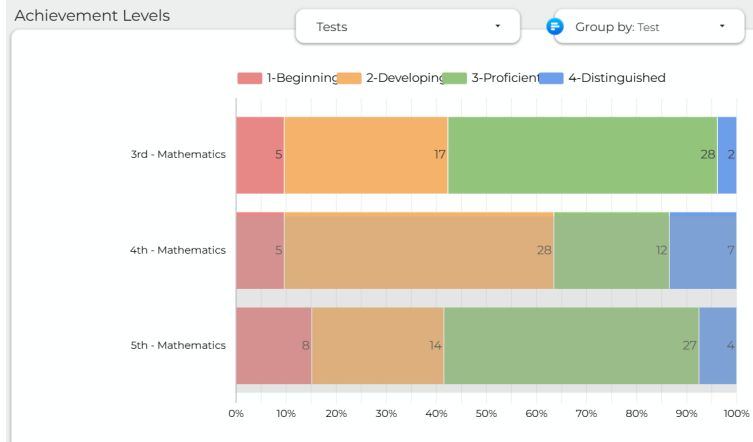


Tracking students across the grades shows a slight decrease as students progress through the grades. The variation in performances within a grade was according to the dynamics of the group each year. The school experienced a loss of 21 instructional days due to weather. Another concern that hinders progress is the excessive absenteeism. Teachers will deconstruct the new ELA standards and attend trainings on the new reading resource to address the areas of weaknesses in reading.

GMAS Math trend data



FY26 GMAS Math



Tracking students in Math across the grades shows a slight decrease as students progress through the grades. The variation in performances within a grade vary according to the dynamics of the group each year. The school experienced a loss of 21 instructional days due to weather; thus, students did not have enough sustained practice in math standards. Another concern that hinders progress is the excessive absenteeism. Teachers are revisiting how the new math standards are taught to learn why students are not progressing as they should.

What demographic data did you use?

- Enrollment & Attendance data for all subgroups
- Mobility Rates
- Discipline Data
- Teacher/Leader Experience
- Teacher/Leader Retention

What does the demographic data tell you?

Based on the collection of demographic data:

Student Demographic Data

Student Attendance

The school leadership team has a great concern with the decline in students' attendance. Eventhough students' attendance is celebrated each week and at the end of each month, the attendance has not improved. Teachers and counselor contact parents when students are absent to address the concern. See chart below.

Students Absent less than 10% of Enrolled Days

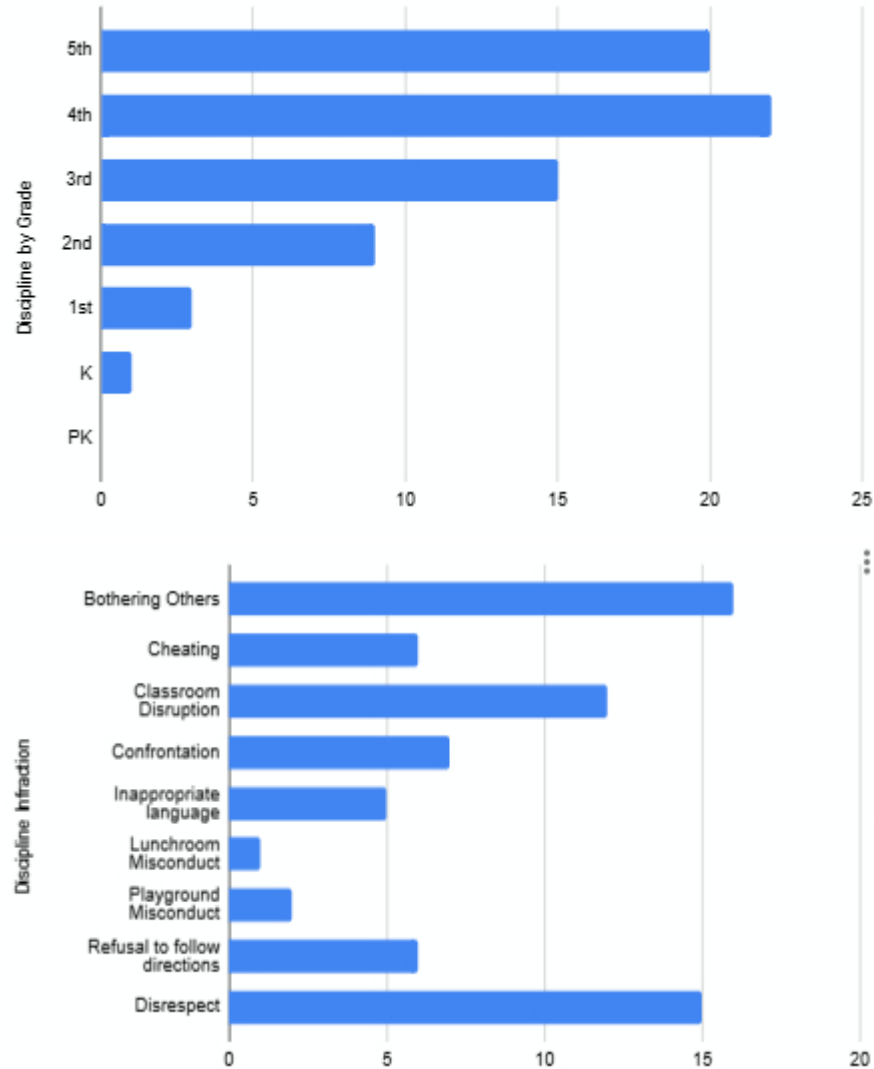
School Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Average	84.7	80.34	80.16	79.60	89.53

Mobility Rates

Student Discipline

Since the FY'23 survey, teachers expressed that they wanted a better method of

tracking student discipline. Thus, the school continues to use a QR code that was developed for teachers to easily log student discipline and keep track of their students' behavior. The discipline data below indicates that issues are more with disrespect, classroom disruption, and failing to follow the rules in the classroom and lunchroom. The punishment entails the loss of free-choice activities and isolation.



Teacher/Leader Demographic Data

Based on certified personnel data below, 70% of the staff is certified at level 5 or higher, and 73% have 15 or more years of teaching experience. Furthermore, the school has a high retention rate of 91%. Thus, the school experiences minimal change, which aids in creating a positive working environment for students and staff.

	Certificate Levels			
	4 Year	5 Year	6 Year	7 Year
Totals	12	15	7	1
	34%	43%	20%	3%

	Certified Staff Years of Experience			
		25 or more years exp.	15-24 years exp.	5-14 years exp. Less than 5 years exp.
		8	17	4 6
		23%	49%	11% 17%
		15+ years exp.	71%	14 or less years exp. 29%
	Teacher/Leader Retention			
			Total Certified Staff	Average change in Certified staff each year Percentage of yearly change
			35	3 9%
	NOTE: The above data was collected from Altamaha Elementary Certified/Classified Personnel Information (CPI) Reports.			

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 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Trends of strengths: Teachers consistently and collaboratively work to improve the variety of instructional methods and prepare lessons that will ensure students reach their highest potential. Teachers use technology when it is available to enhance learning and extend classroom instruction. Additionally, they use grading practices that evidence the progress of the required standards. Areas for Improvement: Continue revising strategies to teach standards to the rigor that challenges students to use higher-order thinking skills and improve implementing differentiated instruction to strengthen and excel in academic performances. Teachers will revise learning targets and assessment criteria when needed to better align with the rigor of the standards. Teachers will follow up with clarity of learning by providing feedback to students on their performance on standards or learning targets. Furthermore, teachers will establish a learning environment that empowers students to monitor their mastery of skills. The Academic Coach, Teacher Leaders, and/or Consultants will assist teachers with personalized professional learning to address teaching with clarity, understanding Lexile, integrating writing into other academics, and embedding grammar standards in reading instruction, which support the whole learner. Teachers will have a protocol and schedule to analyze assessment results collaboratively to adjust instruction to ensure improvement.
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?	Trends of strengths: Trend data shows that leadership builds and fosters relationships to ensure students' success. Furthermore, the leadership strives to sustain the success of students by sharing decision-making with a variety of stakeholders. Multiple data sources and ongoing support systems are used to monitor and provide additional means for improvement to all staff members. The staff shares a common vision and mission that supports student learning. Additionally, the leadership implements effective rules, procedures, schedules, etc., to maximize student learning. The school improvement plan is consistently monitored and adjusted to impact students' performances positively. The leadership monitors

Strengths and Challenges Based on Trends and Patterns

	available resources to ensure continuous support. When ineffective instruction and/or areas needing improvement are identified, the leadership team will develop a plan of action. This plan will stipulate root causes and areas needing improvement, as well as the process/steps to improve, a monitoring timeline, and an improvement analysis at each monitoring interval. The plan of action steps and resource personnel may include but are not limited to attending professional development/workshops, getting additional support from an academic coach, using consultants/specialists to provide training and consultation, using a teacher leader to provide peer coaching, and/or online training modules. Areas for improvement:Even though stakeholders viewed Leadership Standard 5 as operational, this one was the weakest area in leadership. Thus, the leadership team will continue to build leadership capacity through shared decision-making and problem-solving.
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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?	Trends of strength:Our staff uses various data to align and define professional learning and its implementation. Areas for improvement:While we build leadership through shared decision-making, extensive structures must be solidified. Therefore, we will continue to improve our practices. Our school establishes a culture of collaboration, the staff does not conduct action research. Multiple professional learning designs are used. However, extensive follow-up, monitoring, and adequate resources are only sometimes available to provide support. Some improvements have been made during this past year. The team agreed that professional learning must be tailored more to the teacher's needs and more job-embedded. The academic coach will provide or assist teachers with their professional learning needs, coordinate training, and follow-up observations with feedback.
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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?	Areas of strength:Trend data shows that Altamaha Elementary's greatest strength is Parent and Family Engagement. The staff creates an environment that welcomes, encourages, and connects family and community members to the school by establishing structures that promote clear and open communication. Teachers communicate academic expectations and current student achievement status to families. They provide families with support strategies to use at home that will enhance academic achievement. Furthermore, the staff connects families with agencies and resources in the community to meet the needs of students. These established relationships and decision-making processes build capacity for family and community engagement in the success of students. Areas for improvement:The Altamaha staff will continue to implement strategies to continue family and community engagement as a strength.
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Strengths and Challenges Based on Trends and Patterns

	Altamaha Elementary School will continue to follow the guidelines set in Section 1116 of ESSA, which emphasizes parent engagement and adds community engagement. This component will continue to grow and improve with technology, Parent-Family Engagement activities, and individual assistance to meet the needs of all students, parents, and families. Parent-Family Engagement activities will be scheduled throughout the year. Some PFE activities will take place at night, and other activities will take place during the day to accommodate the schedules of parents and families, especially migrant parents and families. However, these activities may be conducted virtually to comply with the Centers for Disease Control and Prevention (CDC) and Georgia Department of Public Health (DPH) guidelines. The Migrant Student Service Provider helps migrant students and families access information pertinent to the child and activities of the school. The ESOL teacher ensures that pertinent school information (academics and school activities) is available for ESOL parents and students. An interpreter is used when needed to help communication via oral or written. Invitations, agendas, and resources will be provided in English and Spanish, as well as other languages if required, to meet the needs of those with limited English proficiency. The school will continue to use surveys to gather feedback and recommendations from parents and the community.
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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?	Areas of strength: The school develops and implements rules, practices, and procedures to facilitate a safe learning environment that promotes a culture of trust and respect. College and career readiness is encouraged through multiple sources (lessons from the counselor, College Day, Career Day, etc.). The students and staff are supported through celebrations of accomplishments and achievements. Areas for improvement: While the learning environment is supportive, well-managed, and challenging, students may not be consistently on task, working independently, or monitoring their progress. We will continue to ensure a supportive learning environment for students, teachers, and leaders. The administrator will provide teachers ample opportunity, and the academic coach will facilitate training to help them understand students' expectations, such as self-reflecting and monitoring their learning. The administrator will seek resources to provide opportunities for professional growth to improve the learning environment for the teachers. The disaggregation of data and assistance from the academic coach and district-level personnel will invoke a climate of support and allow for identifying the needs of students, staff, teachers, and leaders. Health, safety, and drug awareness community events will be provided in coordination with the school system, such as helping the local food bank, community coordination for Secret Angel, back-to-school giveaways, etc.
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Strengths and Challenges Based on Trends and Patterns

	While our school establishes a culture of collaboration, the staff does not conduct action research. Multiple professional learning designs are used. However, extensive follow-up, monitoring, and adequate resources are not always available to provide support. Some improvements have been made during the past year. The team agreed that professional learning needs to be tailored more to the teacher's individual needs. The Instructional Support Specialist will provide or assist teachers with their professional learning needs, coordinate training, and follow up observations with feedback.
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Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Student enrollment at Altamaha Elementary School has recently declined over the past five years, but is slowing stabilizing with only a slight decline of 2%. However, this pattern is not uncommon for the history of the school. Enrollment fluctuates based on past and current data. Also, based on this data, subgroups and at-risk populations continue to grow. Collaboration between all Federal Programs will continue to be important to address the unique and academic needs of students.

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

Subgroups consist of:

FY'26 AES Student Demographics							
Hispanic	Indian	Asian	Black	Pacific Islander	White	Two or More Races	Total Active Students
9%	0%	0%	7%	0%	78%	6%	100%

Gender - 49.3% Male, 50.7% Female

ESOL population consist of 4%; Migrant population is 1%.

Strengths and Challenges Based on Trends and Patterns

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The main content area of concern is English/Language Arts. Emphasis will be on implementing a successful comprehension, fluency, grammar, vocabulary, understanding Lexile, and writing process for all K-5 students. Also, teachers will continue with deconstruction of Georgia Standards for English Language Arts (ELA) and Math. They will develop assessments to ensure that students are taught and assessed to the rigor of the standards. Furthermore, staff will continue to seek opportunities to improve their ELA and math instruction through improving clarity of teaching to meet the needs of the whole child. Changes should positively impact GMAS and the newly adopted benchmarking program results. Departmentalizing in grades 3-5 ensure that standards are taught and assessed to the rigor of the GSEs. Teachers can concentrate in a specific area and collaborate with other grades teaching the same content.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	The Special Education Department of Altamaha Elementary School has strengths in the areas of compliant practices, state-mandated testing participation rates, and educating students with disabilities in the least restrictive environment. Teachers in the inclusion setting went through a training this previous year to improve practices and identify personal strengths and weaknesses in the co-teaching model. Math and reading proficiency for this population has improved.
Challenges	A challenge for the AES Special Education Department is providing specialized instruction through the co-teaching model and incorporating interventions for ED and EL students. The inclusion teams continue to implement strategies gained from participation in Co-Teaching Cohort provided by Southeast GLRS. Because subgroups are too few in number, academic needs of individuals are addressed.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

Overarching Need	Reading Gap - Ensure students are reading at grade level or above to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, Black, ESOL, Migrant)
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Emphasis will be on: • Establish and communicate clear learning targets, purpose for learning, and success criteria aligned to curriculum standards. • Personalize professional learning to meet teachers' needs to align with school and district priorities to develop well-rounded students by addressing content, pedagogy, and student supports and interventions. • Obtain technology devices (laptops, computers, and iPads) to run apps and instructional computerize programs that supplement/enhance instruction and provide students with individual assistance. • Use multiple professional learning designs to support the various learning needs of the staff. • Allocate resources and establishes systems to support and sustain effective professional learning. • Use teacher leaders to coach/mentor new teachers and current teachers who struggle with providing clarity of instruction. • Collaborate across grades to improve vertical alignment and assure that deconstructed ELA standards and strategies implemented are improving comprehension, fluency, vocabulary, grammar, understanding Lexile, and writing processes to meet the needs of the whole learner. • Use appropriate current technology to enhance learning. • Establish a learning environment that empowers students to actively monitor their own progress. • Implement a process to collaboratively analyze assessment results to adjust instruction. • Use processes to systematically analyze data to improve student achievement.
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Overarching Need # 2

Overarching Need	Math gap: Ensure students achieve mathematical skills at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, Black, ESOL, Migrant).
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	Emphasis will be on: ● Establish and communicate clear learning targets, purpose for learning, and success criteria aligned to curriculum standards. ● Attend trainings on the new mathematics standards and resources to address each of the domains: Mathematical practices & modeling, data & statistical reasoning, numerical reasoning, patterning & algebraic reasoning, geometric & spatial reasoning, and measurement & data reasoning. ● Personalize professional learning to meet teachers' needs to align with school and district priorities to develop well-rounded students by addressing content, pedagogy, and student supports and interventions. ● Obtain technology devices (laptops, computers, and iPads) to run apps and instructional computerize programs that supplement/enhance instruction and provide students with individual assistance. ● Use multiple professional learning designs to support the various learning needs of the staff. ● Allocate resources and establishes systems to support and sustain effective professional learning. ● Use teacher leaders to coach/mentor new teachers and current teachers who struggle with providing clarity of instruction. ● Collaborate across grades to improve vertical alignment and assure that deconstructed Math standards and strategies implemented are improving processes to meet the needs of the whole learner. ● Use appropriate current technology to enhance learning. ● Establish a learning environment that empowers students to actively monitor their own progress. ● Implement a process to collaboratively analyze assessment results to adjust instruction. ● Use processes to systematically analyze data to improve student achievement.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Reading Gap - Ensure students are reading at grade level or above to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, Black, ESOL, Migrant)

Root Cause # 1

Root Causes to be Addressed	Students have limited foundational processing, cognitive, and language skills to read, comprehend text, and write proficiently within each grade level.
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

Additional Responses	GMAS, Amira and Beacon evidence students demonstrate continual growth in reading but have yet to reach the proficiency level.
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Overarching Need - Math gap: Ensure students achieve mathematical skills at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, Black, ESOL, Migrant).

Root Cause # 1

Root Causes to be Addressed	Mathematics instructional methodology requires more focus on application and problem-solving to improve students' mathematical skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education 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

Additional Responses	GMAS and Beacon evidence students demonstrate continual growth in math but have yet to reach the proficiency level.
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School Improvement Plan 2026 - 2027



Appling County
Altamaha Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Appling County
School Name	Altamaha Elementary School
Team Lead	Dr. Angela Haynes
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reading Gap - Ensure students are reading at grade level or above to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, Black, ESOL, Migrant)
Root Cause # 1	Students have limited foundational processing, cognitive, and language skills to read, comprehend text, and write proficiently within each grade level.
Goal	To ensure students are reading at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, black, ESOL, Migrant), teachers will implement multiple opportunities for students to engage in evidence-based instructional practices for: •Grades 3-5 students to increase proficiency and distinguished levels by 3% on the GMAS ELA in Spring 2027 as compared to Spring 2026. •Grades 1-2 students to increase proficiency and distinguished levels by 3% on the Beacon benchmark for ELA in Spring 2027 as compared to Fall 2026.

Action Step # 1

Action Step	Plan, develop, and implement evidence-based reading strategies, success criteria, interventions, and software programs through collaboration, professional development, and data analysis to address the "whole child" (academically, behaviorally, socially, and emotionally) while expanding resources and opportunities to highlight skills, talents, and interest of all students. Resources needed to support the whole child: •Professional development for teachers, support personnel, and parents/families including travel expenses, conference/program fees, consultants/trainers' fees, and materials •Academic Coach and consultants/trainers to provide professional development •Paraprofessionals to assist with small group instruction and instructional delivery •Technology infrastructure, hardware, devices, and software programs to support and enhance instruction - oSoftware programs (Renaissance, Illuminate, Reading Eggs, etc.) to provide a comprehensive view of student progress and to utilize for acceleration or remediation based on individual student needs •Supplemental resources and materials to support, enhance, and remediate instruction (chart paper, markers, resource books, workbooks, etc.)
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA

Action Step # 1

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC/Professional development sign in sheets, agendas, minutes, and handouts Lesson plans with professional development integration and differentiated activities Teacher feedback forms Classroom observations forms Intervention schedules Software Usage Reports Analyzed assessment results
Method for Monitoring Effectiveness	Increase in students scoring proficient or higher in reading on teacher-created common assessments, universal screener, benchmarks, and software programs
Position/Role Responsible	Principal Academic Coach Media Specialist Teachers
Timeline for Implementation	Weekly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math gap: Ensure students achieve mathematical skills at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, Black, ESOL, Migrant).
Root Cause # 1	Mathematics instructional methodology requires more focus on application and problem-solving to improve students' mathematical skills.
Goal	To ensure students are achieving and applying mathematical skills at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, black, ESOL, Migrant), teachers will implement multiple opportunities for students to engage in evidence-based instructional practices for: •Grades 3-5 students to increase proficiency and distinguished levels by 3% on the GMAS Math in Spring 2027 as compared to Spring 2026. •Grades 1-2 students to increase proficiency and distinguished levels by 3% on the Beacon benchmark assessment for Math in Spring 2027 as compared to Fall 2026.

Action Step # 1

Action Step	Plan, develop, and implement evidence-based mathematical strategies, success criteria, interventions, and software programs through collaboration, professional development, and data analysis to address the "whole child" (academically, behaviorally, socially, and emotionally) while expanding resources and opportunities to highlight skills, talents, and interest of all students. Resources needed to support the whole child: •Professional development for teachers, support personnel, and parents/families including travel expenses, conference/program fees, consultants/trainers' fees, and materials •Academic Coach and consultants/trainers to provide professional development •Paraprofessionals to assist with small group instruction and instructional delivery •Technology infrastructure, hardware, devices, and software programs to support and enhance instruction - oSoftware programs (Math Seeds, Successmaker, etc.) to provide a comprehensive view of student progress and to utilize for acceleration or remediation based on individual student needs •Supplemental resources and materials to support, enhance, and remediate instruction (chart paper, markers, resource books, workbooks, etc.)
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title III, Part A Title V, Part B IDEA

Action Step # 1

Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC/Professional development sign in sheets, agendas, minutes, and handouts Lesson plans with professional development integration and differentiated activities Teacher feedback forms Classroom observations forms Intervention schedules Software Usage Reports Analyzed assessment results
Method for Monitoring Effectiveness	Increase in students' scoring proficient or higher in math on teacher-created common assessments, universal screener, benchmarks, and software programs
Position/Role Responsible	Principal Academic Coach Media Specialist Teachers
Timeline for Implementation	Weekly

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

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

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Altamaha Elementary School involves various stakeholders in the school improvement process and ensures that stakeholders are provided with essential information and engaged in decision-making. Procedures are in place to promote the involvement of parents, community members, staff members, and students in various aspects of school improvement and other vital initiatives in the school and district. Parents, students, and staff members complete surveys to gather information regarding the school's strengths and areas of needed improvement. This information is used along with demographics, student performance, and other data to inform the school improvement process and related decision-making. Leadership teams are developed at the school level to include representatives from the following groups: parents, community members, teachers, paraprofessionals, administrators, and other stakeholders. The leadership team works together to gather and analyze all information to determine areas of need and formulate related goals and objectives for overall school improvement. Specific strategies, timelines, needed resources, funding sources, and individuals responsible are also identified as a part of plan development. Next, this plan is then shared with all staff members to provide an opportunity for additional review, input, and revisions as needed, based on the information reviewed and analyzed. Community and parent stakeholders are also included in the staff member review to include additional stakeholder involvement. Through this process, all staff members, along with parent representatives, community representatives, and other stakeholders, have an opportunity to review comprehensive needs assessment information and provide input into the development of the school improvement plan.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	As a part of the ongoing school improvement process, student demographics, performance, and other data are systematically collected and analyzed at the school level. Student performance data is gathered using results from the Georgia Milestones Assessment System as well as data from school benchmark assessment. Information regarding student performance is analyzed by the ALL STUDENT GROUP and subgroups, including those for at-risk and minority students. This process allows the school improvement team to collect and analyze data by grade level, content area, teacher, and subgroup. Student growth data is also analyzed to identify trends in student growth from year to year. This comprehensive collection and analysis process helps identify areas of concern in student achievement and/or growth. It ensures ineffective, out-of-field, or inexperienced teachers do not negatively impact this. Based on a collection of data, low-performing students are always placed with teachers who are proficient or exemplary for the upcoming year. A

	monitoring process is in place to track low-performing students' progress through the Early Intervention Program and Multi-Tiered System of Support (MTSS).
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Title I funds are used to enhance instructional practices. Funding is used to secure instructional support personnel and resources. Paraprofessionals provide additional support in classroom instruction to support all learners. Furthermore, Title I funds are used to purchase computer-based instructional programs and supplemental resources. A Migrant Student Service Provider (MSSP) collaborates with teachers regarding migrant students' progress and academic needs. MSSP works with migrant students in the classroom or pulls them for small group instruction based on their educational needs. The ESOL teacher collaborates with teachers regarding EL students' progress and academic needs. The ESOL teacher works with EL students in a "pull-out" model, implementing WIDA Standards while addressing their educational needs.
4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Altamaha Elementary School coordinates with the district to provide parents with information about PreK and Kindergarten registration. Pre-K students have an opportunity to visit kindergarten classrooms and meet the kindergarten teachers in May to help with the transitioning. Kindergarten students also have the opportunity to visit first grade classrooms and meet the teachers in May to ease their transitioning to the next grade level.
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Fifth grade students promoted to sixth grade at the Appling County Middle School are provided a video tour of the school during the last week of school. This video documentation provides students an opportunity to see where they will go upon entering the school and locations of all the sixth grade classrooms, resource rooms, and lunchroom. The tour guide presented by an ACMS student answers some common questions that upcoming sixth graders ask. The video remains on the Altamaha's website and the ACMS's website throughout the summer for students' and their parents to watch again.
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Altamaha Elementary uses Class Dojo and Remind, positive behavior clip-up/down plans, classroom management plans, or Check-in/Check-out (CICO) daily behavior logs to manage classroom behaviors. Class Dojo allows teachers to reward points for positive behaviors, deduct points for negative behaviors, and keep parents informed on a daily basis. Some teachers use other behavior management plans if they do not use Class Dojo. Students with serious offenses are referred to the administrator for discipline. The administrator issues consequences based on a tiered system in the student handbook. The administrator is provided with a custom, school-wide reporting tool, Infinite Campus, for student discipline. Infinite Campus provides a discipline report for the school administrator. Report data includes student information, event types, subgroup data, and resolution information. The administrator uses this data to determine if there are many discipline issues and resolution types or other discipline-related concerns. This information is used to drive improvement efforts in the area of discipline. Along with the school discipline processes, the Appling County School System contracts for Adventure Based Counseling (ABC) therapy sessions. ABC therapy is provided to students who meet the established criteria. The ABC therapist delves into why students

	behave as they do and teaches them the skills needed to react to situations in school appropriately. Appling County School System provides Altamaha Elementary assistance for students who exhibit significant behavior issues by supporting teachers with the completion of Functional Behavior Analysis (FBA) and the implementation of Behavior Intervention Plans (BIP).
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Resource Needs FY'27 - These are potential, but not all-inclusive resource needs. Other resources may be needed as the year progresses. ● Professional learning for administrators, academic coach, teachers, and staff on content specific conferences/workshops/trainings (registration, travel fee, stipends, substitutes to release teachers/paraprofessionals to attend professional learning, materials/resources etc.) ● Stipends and/or substitutes for professional learning time (i.e. integrating new standards) ● Laptops/iPads, carts and ancillary materials ● Instructional supplies and resources ● Social and Emotional Learning/Whole Child Learning support resources ● Any resources that support the whole child learning ● Supplemental materials/workbooks/resources for reading/writing/vocabulary/math/science/social studies ● Software/software licenses/programs to support instruction, remediation, acceleration, extensional practice, and progress monitoring. (Amira, Illuminate, Flocabulary, Scholastic Magazines, USA Testprep, Nearpod, Renaissance Learning, Digital Books Reading Programs, etc.) ● Resources for publishing students' writing. (printers, ink supplies, etc.) ● Resources and supplies to support data analysis (PosterMaker/Laminator, Color Printers/Scanner, Color Copier, Paper, Notebooks, etc.) ● Parent Engagement Supplies/Resources ● Safety Resources (Updated Centegix Badges, Additional cameras to eliminate blind spots, School Law training for admin)
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