



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

School Name:		Revised 10 – 30 – 2012
Appling County Middle School		
School Mailing Address:		
2997 Blackshear Highway Baxley, GA 31513		
LEA Name:		
Appling County School System		
LEA Title One Director/Coordinator Name:		
Norma N. Cortez		
LEA Title One Director/Coordinator Signature:		Date:
Principal's Signature:		Date:
SACS CASI Chairperson's Signature:		Date:
LEA Title One Director/Coordinator Mailing Address:		
Appling County Board of Education 249 Blackshear Highway Baxley, GA 31513		
Email Address:		
norma.cortes@appling.k12.ga.us		
Telephone:		
912-367-8600 ext. 111		
Fax:		
912-367-1011		



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Chris Roppe	School Principal
Dr. Cathy Campbell	School Assistant Principal ACMS SACS-CASI & Title I Co-Chairperson
Rhonda Hollis	Instructional Support Specialist ACMS SACS-CASI & Title I Chairperson
Angela Morris	Sub Committee Chairperson - Science Department Head
Diane Boatright	Sub Committee Chairperson – Math Department Head
James Hayes	Sub Committee Chairperson – School Counselor
Suzanne Herrington	Sub Committee Chairperson – Reading Department Head
Melanie Howard	Sub Committee Chairperson – Media Specialist
Dr. Pamela Johnson	Sub Committee Chairperson – ELA Department Head
Andrea Rentz	Sub Committee Chairperson - Connections
Betty Sauls	Sub Committee Chairperson – Social Studies Department Head
Louvenia Dicker	Sub Committee Chairperson – Special Ed. Department Head
Michael Spell	Community Representative
Doris Burkett	Parent Representative



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were . . . The ways they were involved were . . .

- Principal: Chris Roppe
- Assistant Principal: Dr. Cathy M. Campbell
- Instructional Support Specialist: Rhonda Hollis
- Media Specialist: Melanie Howard
- Guidance Counselor: James Hayes
- Leadership Team Reps: Angela Morris
Diane Boatright
Suzanne Herrington
Melanie Howard
Dr. Pamela Johnson
Andrea Rentz
Betty Sauls
Louvenia Dicker
- Professional Learning: Dr. Sandra Dominy
- Title I School Improvement Coordinator: Denise Rentz
- Title I Coordinator: Norma Cortes
- Nurse: Rhonda Johnson
- Parent Involvement: Cheryl Stephens

The ways they were involved were through committee input and/or sharing of ideas about our school. In addition, Appling County Middle School completes the comprehensive needs assessment with the help of all faculty members, community members, parents, students, and all stakeholders to ensure that the needs of the school and students are being met. Formal and informal test data are shared by the administration to the school's leadership team, who in turn share this information with subcommittees comprised of all staff members and parent/community representatives. Suggestions, strategies, and comments to enhance academic areas are relayed through subcommittee meetings, surveys, school council meetings, open house, parent involvement meetings, and newsletters. All suggestions and comments are relayed back to the school's leadership team who enlist the help of other professionals to provide research based strategies to promote academic excellence in all areas. This process ensures that all stakeholders have a voice in the development of the school-wide comprehensive needs assessment. The school leadership team is comprised of members



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

who participate in the development of both the Title I and SACS-CASI plans.

B. The process we followed to complete our plan involved gathering data and dispersing the information to the appropriate groups for brainstorming, analyzing, and disaggregating. The following instruments served as a means for collecting pertinent data.

- Georgia Criterion Reference Competency Test (CRCT)
- Georgia Writing Assessments for 8th grade
- End-of-Grading Period Benchmark Assessments (locally created and adopted)
- Standardized Test for the Assessment of Reading (STAR)
- Progress Monitoring (RTI)
- AIMSWeb
- Access Tests for ELL
- TransMath Data
- Attendance Records
- Annual Needs Assessment Survey of Staff
- Annual Needs Assessment Survey of Parents
- Annual Title I Parental Involvement Survey
- GaDOE School Keys Survey
- SACS Parent Survey
- SACS Student Survey
- SACS Community Stakeholder Survey

C. We have taken into account the needs of migrant children in our school. This process is initiated by the Appling County Migrant Occupational Survey. Every student completes the occupational survey which is turned in to the central office for review. Migrant Student Service Providers screen each form for possible interviews. Depending on the information and work history, home visits are made and eligible students are recruited. Once approved by LOMEA/DOE, these are coded migrant in Infinite Campus. The Migrant Student Service Provider works with teachers for possible inclusion services, support services, and/or summer school options. Every migrant student is monitored on attendance, grades, and state assessments. Reports on this information are provided to Region 1, Live Oak Migrant Education Program, and it is also included in the Migrant Annual Implementation Plans and in the Migrant end of the year evaluations. In addition, the school counseling department, data/clerk registrar, teachers, and office staff work in collaboration with the Migrant staff to ensure that all appropriate services are afforded to the students.



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. The most current achievement data that have been analyzed are: AYP reports, CRCT data, GWA data (8th), and benchmark data. By analyzing the data, we have specifically identified the following areas that need improvement:

- Social Studies (History, Geography, Civics/Government, Economics)
- Math (Numbers and Operations, Measurement, and Algebra)
- Reading (Reading Skills/Vocabulary Acquisition)
- Science (Hydrology/Meteorology, Astronomy, Structure of Matter, Force/Motion, and Energy/its Transformation)
- Writing/Written Expression Skills

Each spring the staff will take the Certified Staff Survey via the Zoomerang link provided. The survey contains 84 questions that cover curriculum; instruction; assessment; planning/organization; student, family and community support; professional learning; leadership; and school culture. After results are analyzed, the factors influencing student achievement that we need to address will be identified so that they can become part of our School Improvement Plan each year.

E. We have based our plan on information about all students in the school and identified students and groups of student who are not achieving to the State Academic content standards and the State student academic achievement standards including

- **Economically disadvantaged students**
- **Students with major Racial and ethnic groups**
- **Students with disabilities**
- **Students with limited English proficiency**

i. Economically disadvantaged students . . .

1. Trend data indicate an upward trend for economically disadvantaged students. Between 2009 and 2012, economically disadvantaged students evidenced an increase in Math, ELA, and Reading scores as measured by the CRCT. Performance scores of this subgroup continue to remain above the 80th percentile. This subgroup also evidenced an improvement in Science, in addition to scoring above the State 2012 performance target. Although economically disadvantage students showed an increase in Social Studies scores, the students still perform below the State 2012 performance target.



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

ii. Students from major Racial and ethnic groups . . .

1. Trend data indicate that our black subgroup evidenced an increase in Reading and ELA scores and a slight decline in Math as indicated on the CRCT since the year 2009. Scores continue to remain above the 70th percentile in both testing areas. The subgroup also showed an increase in Science and Social Studies scores but still performed below the State 2012 performance target.
2. Trend data indicate that Math and ELA scores on the CRCT for our Hispanic subgroup increased between the years of 2009 and 2012 while Reading scores slightly decreased. Percentages in Math, Reading, and ELA continue to remain above the 80th percentile and the State 2012 performance target. The subgroup still evidences a decrease in Science, as well as performing below the State 2012 performance target. Although the subgroup's Social Studies scores increased, scores still remain below the State 2012 performance target.
3. Trend data indicate that our white subgroup showed an increase in Reading, ELA, and Social Studies scores as indicated on the CRCT since the year 2010. Scores for Reading and Languages Arts are above State 2012 performance target. However, Math, Science, and Social Studies CRCT scores are below State 2012 performance target.

iii. Students with disabilities . . .

1. Trend data for our students with disabilities subgroup indicate an upward trend in Math, Reading, Language Arts, Science, and Social Studies as measured by the CRCT from 2010 to 2012. Reading, Language Arts, and Science CRCT scores are above the State 2012 performance target. However, the subgroup's Math and Social Studies CRCT scores are below State 2012 performance target.

iv. Students with limited English proficiency . . .

1. While the ELL group does not always have enough students to count as a subgroup, trend data are still analyzed for this population. Data indicate that a decline in Reading, Language Arts, Math, Science, and Social Studies scores as indicated on the CRCT was noted between the years of 2009 and 2012. In addition, the subgroup's Reading, Language Arts, Math, and Social Studies CRCT scores are below State 2012 performance target. However, Science CRCT scores are above the State 2012 performance target.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

F The data has helped us reach conclusions regarding achievement or other related data.

v. The major strengths we found in our program are in the areas of:

Literacy Comprehension
Reading for Information
Research and the Writing Process
Data Analysis and Problem Solving

vi. The major needs we discovered are in the areas of :

Reading Skills/Vocabulary Acquisition (All Grades)
Grammar and Sentence Construction (7th & 8th Grades)
Measurement (6th Grade)
Numbers and Operations (All Grades)
Algebra (All Grades)
Data Analysis (6th Grade)
Social Studies – (All Grade Levels and Areas)
 History
 Geography
 Civics & Government
 Economics
Science (All Grade Levels and Areas) Specifically
 Hydrology/Meteorology and Astronomy (6th Grade)
 Cells and Genetics and Evolution (7th Grade)
 Structure of Matter, Force/Motion, and Energy/its Transformation (8th Grade)
Writing/Written Expression Skills

vii. The needs we will address are:

Social Studies – History, Geography, Civics & Government, and Economics
 (all grade levels and all subgroups)
Science – All domains *(all subgroups)*
Reading – Skills and Vocabulary *(ELL subgroup)*
ELA – Grammar and Sentence Construction *(ELL subgroup)*
Math – All Domains *(all subgroups)*
Writing/Written Expression Skills

The specific academic needs of students that are to be addressed in the schoolwide program plan will be the needs listed above. However, each individual student will



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

receive instruction, remediation, and acceleration based on his or her need. At risk standards and weaknesses will be addressed continuously to ensure mastery. Specific strategies to increase student achievement are included in our School Improvement Plan.

Specific Academic Needs of Subgroups

Appling County Middle School (ACMS) continues to examine the school’s CRCT data and compared the information to the State’s Annual Measurable Objectives (AMO). ACMS did not meet AMO in Mathematics and Social Studies as measured by the CRCT. The ELL subgroup only met AMO in one category, Science. The SWD subgroup met AMO in Reading, Language Arts, and Science, but did not meet in Mathematics and Social Studies. The Black subgroup met the AMO in Reading and Language Arts, but did not meet in Mathematics, Science, and Social Studies. The Economic Disadvantage and Hispanic subgroups met AMO in Reading, Language Arts, Mathematics, and Science but did not meet in Social Studies. To ensure that these subgroups have the skills necessary to be successful, ACMS has implemented additional strategies and programs to promote academic excellence. An academic remediation/enrichment study skills course has been included in the master schedule, with a focus on mathematics and reading/ELA. All at-risk students receive an additional mathematics and/or reading connection class. TransMath and Direct Instruction are used to assist teachers in providing research based strategies to meet the individual needs of these learners. Benchmarks are analyzed by classroom teachers to note progress and mastery of skills. Time-on-task remains a priority at Appling County Middle School. In addition, an Instructional Support Specialist is in place to assist six, seven and eighth grades implement school improvement strategies, focusing on the targeted subgroups.

viii. The ROOTCAUSE/s that we discovered for each of the needs were ...

All areas of Science and Social Studies continue to remain a priority for our school. Over the past few years, the school has placed a strong emphasis on improving Math, ELA, and Reading scores. With the implementation of CCPRI, the school must encourage students to place a stronger emphasis on Science and Social Studies. Weaknesses in specific elements and domains in ELA, Reading, Mathematics, Science, and Social Studies are noted at each grade level. This may be due to the amount of material covered in the domains and practice time. The school has addressed this area by offering additional remediation classes and after school tutoring sessions. The school will continue to address the weakness in vocabulary practice and reading skills by incorporating vocabulary development and reading skills in all subject domains; additionally, a reading remediation class is



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

offered to at-risk students. The school has included an enrichment/remediation study skills course into the master schedule to provide additional support in both areas. To address the weakness of written expression skills, writing activities will continue to be practiced across the curriculum.

G. The measurable goals/benchmarks we have established to address the needs were ...

The measurable goals we have established to address the needs of all students and to improve overall student achievement in Reading, ELA, Math, Science, Social Studies, and Writing are:

- Reading 97.1%
- Lexile 78% greater than 1050 by 8th grade
- ELA 97.1%
- Math 88.3%
- Science 82.1%
- Social Studies 81.1%
- Writing 83%

*2. Schoolwide reform strategies that are scientifically researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

A. The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are . . . (Strategies to be used.)

Flexible groups are determined by an extensive review of data. Groups are assembled based on similar needs. At the beginning of the year, teachers review standardized test scores to determine areas of need; additionally, benchmark scores, formal assessments, and teacher recommendation sheets are used to assist in the formation of groups to meet the educational needs of students. Differentiation, flexible grouping, and small group instruction are the expectation for every classroom teacher. This ensures the needs of all learners are met at each level of the Response to Intervention pyramid.

A collaborative model is followed for the instruction of students with disabilities. Each



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

teaching team utilizes the assistance of special education teachers and paraprofessionals to provide inclusion services to students with disabilities and English Language Learners. Resource classes are provided to meet IEP requirements. A self-contained classroom is utilized for students with severe disabilities. Students enrolled in the Cedarwood program are mainstreamed into Appling County Middle School for educational opportunities. Additionally, speech, occupational therapy, and other services are provided to meet the needs of learners. This process ensures that all students are provided with instruction in the least restrictive environment.

Students qualifying for the gifted program are served using the cluster model. Students in grades 6-8 receive gifted services in the regular education classroom through the use of contracts. All gifted teachers are certified and provided instruction in fields of expertise.

Title I money supports the use of two classroom teachers and one Instructional Support Specialist in order to achieve school improvement strategies, targeting subgroups with noted academic needs.

2(b). Are based upon effective means of raising student achievement.

B. Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

TransMath: TransMath is an extensive math intervention program that utilizes technology to provide skills based instruction. This intervention program is cited by the National Math Panel as an intervention that uses research to support math needs. Principles of the program ensure that students have relevant background knowledge, a utilization of a balanced approach to computation practice, and time management. TransMath meets requirements for RTI and SWD.

Corrective Reading: A pretest yields a skill level and recommended placement for decoding and comprehension. This direct instruction model is designed to target a student's precise needs related to the mechanics of reading. Daily activities taught in small increments compel all students to participate and are followed by application opportunities in new contexts. A realistic point system motivates students who typically expect to fail.

Study Island: Study Island is a web-based standards mastery program that combines highly specific and dynamic content with real-time reporting to create a customized assessment, diagnostic, and instructional program based on Georgia standards. By creating an interactive and flexible instructional platform, Study Island provides engaging, ongoing



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

practice and remediation to help students meet Georgia required standards in all major content areas.

Kagan Structures: The Kagan Cooperative Learning Structures program is designed to enhance learning and mastery of skills through engagement. Using the researched based cooperative learning strategies and activities, students become actively involved in the learning process, improve self-esteem, enhance peer interactions, and increase content knowledge. The strategies support differentiated instruction, learning styles, multiple intelligences, positive classroom discipline, and increased time-on-task.

Writing to Win: The Writing to Win program provides students with strategies to enhance written expression skills. This research based program incorporates journal writing, process writing, and sentence structure in a structured format to assist students with voice, organization, and fluency in written expression. The program emphasizes writing tasks that are directly aligned to the curriculum, teacher modeling, and self-assessments of writing performances.

Renaissance Learning: Renaissance Learning is a research based technology program that improves reading and math skills of students. The program supports individualized practice in critical skills to assist teachers and students in formative evaluations and progress monitoring. The program provides remediation and enrichment skills to enhance the curriculum.

Direct Instruction: Direct Instruction programs provide students with instructional opportunities that are systemic, explicit, and efficient. Using effective instructional strategies, these programs enhance instruction to improve student achievement. These research based programs provide instruction in small learning increments and incorporate scripted model lesson to meet the needs of all learners, especially at-risk learners.

Inclusion: Inclusion refers to the concept of including all students in the learning process in order to provide the best possible learning environment and opportunities to help all students achieve at their fullest potentials. By including all students, regardless of handicaps, in the regular educational setting with appropriate support personnel, student achievement is improved and self-esteem is enhanced. Students may receive academic instruction using a full inclusion model or partial inclusion with additional learning opportunities and settings.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

2(c). Use effective instructional methods that increase the quality and amount of learning time.

C. We will increase the amount and quality of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)

Appling County Middle School administrators strategically structure the master schedule to maximize the amount and quality of learning time for all learners by creating uninterrupted instructional blocks, eliminating excessive transitional time, and strategically scheduling connection classes, lunch, and resource classes. Resource teachers are strategically placed so that SWD receive the best possible learning opportunities using the inclusion model and ESOL students receive the best possible learning opportunities using the push-in model. Appling County Middle School provides after school tutoring in the areas of reading and mathematics to at risk students as finances allow. Additionally, many ACMS paraprofessionals have been trained in the delivery of Direct Instruction and are utilized to help provide small group Direct Instruction under the guidance of the classroom teacher. The instructional components addressed are data-driven and reassessed frequently. Additionally, the Instructional Support Specialist assists sixth, seventh, and eighth grades in maximizing the amount and quality of learning time.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

D. Appling County Middle School addresses the needs of all students within the school's population. Both informal and formal achievement data are analyzed by subgroups to determine strengths and weaknesses. Improvement plan goals are set using the analysis. Pre and Post benchmarks occurring during each grading period help teachers gear instructional lessons to meet the needs of the students. Additionally, these benchmarks serve as a predictor for mastery of skills evaluated on Georgia's CRCT and skills necessary for promotion to the next grade level. Teachers incorporate Georgia's online assessment system (OAS) into units of instruction to assess mastery of skills and to provide remediation in content areas. The school incorporates computer programs such as *Study Island* to provide pre and post assessments, practice, and remediation of content area skills.

To determine if the needs of all students have been met, the school reviews all formal and informal data.



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*3. Instruction by highly qualified professional staff.

Appling County Middle School strives for excellence in student achievement. In doing so it seeks to secure the most highly qualified teachers who can deliver instructional information and engage students in a desire to seek academic excellence. The school provides instruction to students using highly qualified professional staff members. In addition, all paraprofessionals are highly qualified. The school and central office administration assist with the planning and evaluation of instruction and assessments.

Staff members strive for professional growth through advancement of professional degrees and other professional development opportunities. This continuous improvement takes place throughout the school year. The school system seeks the input of staff members in determining professional development opportunities to provide through the system. Professional development surveys and correspondences allow for professional development opportunities that will have a direct impact on student achievement.

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Currently (2012-2013), all teachers at Appling County Middle School are highly qualified except for two teachers. Notifications were sent to Parents of students being served by the teachers, regarding the status and plans in place to address the highly qualified concern. The two teachers are in the process of obtaining certification for assigned positions.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

A. Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

B.
Strategies to attract highly qualified teachers:

Appling County Middle School

- presents a warm and inviting environment
- exhibits pride in the school and learners
- provides a comfortable atmosphere during the interview process through the use of a small interview team and by conducting a school tour
- provides state of the art technology resources with Activboards, LCD projectors, Elmos, teacher presentation computers, and four computer labs
- produces a school Web page with teacher website links
- provides new teachers with a Teacher Support Specialist/Mentor
- hosts student teachers from surrounding colleges
- highlights positive school activities in the local newspaper and on the county Web page
- participates in job recruitment fairs



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

- provides a new teacher orientation
- utilizes an online application process

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Currently (2012-2013), all teachers at Appling County Middle School are highly qualified except for two teachers. Notifications were sent to Parents of students being served by the teachers, regarding the status and plans in place to address the highly qualified concern. Progress Plans developed in coordination with each teacher, school administration, and district administration were developed to ensure that requirements are met.

The two teachers (eighth grade math teacher and band teacher) classified as not "highly qualified" are in the process of obtaining certification for assigned positions.

The eighth grade math teacher holds a clear renewable teaching certificate in middle grades which covers grades 4 through 8. The reason she does not meet the definition of "highly qualified" is because she is currently teaching math, which according to NCLB is considered a "core academic subject." Therefore, she is presently working to pass the GACE in order to become fully certified.

The band teacher is a fully certified; however, she does not currently meet the NCLB definition of a "highly qualified" teacher. She holds a BA in Music, but she does not have a concentration in education which would cover grades six through eight. She is currently enrolled in GaTAPP which will qualify her in her current teaching field.

***4. Professional development for staff to enable all children in the school**

Response:

- A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . . (Be specific)**

Appling County Middle School, in conjunction with the Appling County Central Office, provides professional learning opportunities to teachers, principals, paraprofessionals, and parents to address the needs within the school. Opportunities are determined and provided based on a needs assessment survey completed by faculty members. Additionally, teachers and paraprofessionals may request specific professional development in areas which need enhancing. Parents are provided with opportunities to assist their children through activities provided by Title I Parent Involvement. Parental needs are developed and provided based on Parent Involvement survey results. All professional development opportunities directly relate to the goals and areas of need within the school.



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*4. Professional development for staff to enable all children in the school

B. We have aligned professional development with the State’s academic content and student academic achievement standards . . .

Professional development opportunities are aligned with the State’s academic content and student achievement standards. All professional development objectives relate to specific content area objectives, specially the Georgia CRCT standards, and are implemented to improve achievement. Implementation of professional development is documented. Results of the effectiveness of professional development activities are evaluated through an analysis of formal and informal assessments.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

Appling County Middle School utilizes various resources to carry out the professional development activities that address the root causes of academic problems within the school. Funding through various agencies including Title programs and Special Education helps with the implementation of programs and training of teachers. In addition, Title I funding provides an Instructional Support Specialist to facilitate implementation of the CCGPS and analyze data. Locally employed personnel with expertise in specific areas assist with providing additional professional development opportunities. Professional Development surveys completed by teachers help to determine optimal times for training and redelivery of information.

Analysis of data helps determine professional development activities at the school level. For example, after noting a decline in math scores of SWD, TransMath was incorporated into the curriculum. For all professional development activities, teachers participate in training, practice, and evaluation of the activities/strategies. Participants in professional development are required to document implementation of the new learning strategies. Collaborative meetings take place to review the effectiveness of the strategies.

D. We have included teachers in professional development activities regarding the use of academic assessments. . . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

Professional development is provided to staff members to assist with the disaggregation of test data and to provide opportunities to include research based strategies in classrooms. Professional Development Opportunities:

- ELL Strategies
- Inclusion/Collaboration for SWD
- *Kagan Learning*



Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*4. Professional development for staff to enable all children in the school
<ul style="list-style-type: none"> ● Pyramid of Interventions/RTI ● F.I.S.H. Philosophy ● Benchmark Design ● Unit Revisions ● Technology (Promethean Learning) ● CCGPS Presentations/Webinars ● Excel Training ● Data Analysis/CUBS ● Test Administration, Ethics, and Security ● DOK Training (Depth of Knowledge) ● <i>Edmodo</i> – Social Learning Network ● <i>Statewide Longitudinal Data System SLDS</i>

*5. Strategies to increase parental involvement.
<p><i>Response:</i></p> <p>A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .</p> <p>The following individuals serve on our parental involvement committee:</p> <ul style="list-style-type: none"> ● Cheryl Stephens ● Chris Roppe ● Dr. Cathy Campbell ● Rhonda Hollis ● Shonda Carter ● Doris Burkett ● Dr. Pamela Johnson ● Dana Rentz ● Julie Britt ● Michael Spell <p>The primary goal of parental involvement is to promote the inclusion of parents as stakeholders in their child’s educational experiences. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by having committee representation. Parents serve on the School Leadership Team, Stakeholder/Parental Involvement Committee, and School Council. These committees make decisions that directly impact the comprehensive school improvement plan. Additionally, surveys such as the Title I Parental Involvement Survey, Annual Needs Assessment Survey of Parents, and SACS Parent Survey are completed by parents. Survey results are utilized to evaluate the school’s effectiveness in meeting the needs of parents and students and implement necessary changes. Informal planning and review takes place</p>



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

when parents volunteer at the school.

B. We have developed a parent involvement policy, available on our website, which includes strategies to increase parental involvement. In addition, the parent involvement policy, compact, survey, and Dr. Joyce Epstein's Six Types of Parental Involvement Diagram (see appendices) are revised annually by the Parental Involvement Committee based on test data and survey results. Our committee is comprised of administrators, teachers, parents, and the District Parental Involvement Coordinator. Specific examples of parental involvement are provided in the policy and Dr. Joyce Epstein's Six Types of Parental Involvement Diagram.

- ***describes how the school will provide individual student academic assessment results, including interpretation of those results***

Reports from standardized testing and state mandated tests are explained to parents through individual conferences, parent letters, and a school-wide meeting to explain the purpose of testing and interpretation of results. Results from local testing initiatives are made available to parents in the front office as well as on the school Web page. Individual student results are shared directly with parents via individual test reports, parent conferences, and Infinite Campus Parent Portal.

- ***makes the comprehensive school-wide program plan available to the LEA, parents, and the public***

A copy of the School Improvement Plan is available in the office for review by parents and is also on the school's Web page. Upon approval, the Title I School-wide Plan will also be available in the office for review and posted on the school's website.

- ***compacts required-included with policy***

Our program is designed to provide a supportive learning environment and high-quality curriculum for every student. A strong school-family partnership is a critical link to creating an environment in which students can reach high standards and expectations. The student-parent-teacher compact is sent home at the beginning of the year and is a written agreement of shared responsibility of all three parties. Examples of signed contracts are in the District Title I Notebooks.

- ***includes parent involvement checklist***

Our District Parent Involvement Coordinator is responsible for keeping the District Title I Parent Involvement Notebooks with various required components. These notebooks can be found in the office at Discovery Place Parent Resource Center. A parent involvement checklist is included with all required documentation.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year . . .

Elementary School to Middle School

Appling County Middle School provides all upcoming sixth grade students with a transition/visitation opportunity. At the end of the school year, fifth grade students from the three elementary schools spend the day with sixth grade students. The elementary students are provided with sixth grade peers who they shadow throughout the day. An open house is provided to all students and parents.

Middle School to High School

All eighth grade students work closely with the high school counselor to ensure a smooth transition between schools. The counselor discusses expectations of the high school, courses of study, and requirements for graduation. The high school provides a day for registration of ninth grade students. A parent/student orientation occurs prior to the beginning of the school year. Appling County Middle School's counselor works with eighth grade students to provide information necessary to be successful at the high school level.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

The ways that we include teachers in decisions regarding use of academic assessment are ...

A. Appling County Middle School firmly believes that each teacher plays a critical role in the academic development of each student. With first-hand knowledge of current curriculum standards and the diverse abilities and learning styles within classrooms, the teacher is the foremost expert on the use of assessments as a means to improve student learning. Within the school, teachers are given the flexibility to plan activities, lessons, and units of instruction that center around Common Core Georgia's Performance Standards. Assessment data are disaggregated by gender, grade level, ethnicity, and subgroups, utilizing the SLDS. Weekly team and departmental collaborative planning takes place to analyze multiple assessment results and to brainstorm strategies and methods to enhance student learning. With an ongoing collaborative effort of the entire school, test data are



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

used to guide units of instruction and planning and form a basis for a solid, challenging curriculum. For example, after analyzing recent assessment data, teachers noted a decline in math skills of the SWD subgroup; this led to a revision of the current instructional schedule to incorporate additional math remediation into the school day. Additionally, the TransMath program was added to provide remediation not only for the SWD subgroup but also for all students who demonstrated a need in this area based on assessment data. To assist with the presentation of assessment data and enhance computerized remediation activities, a poster presentation system and additional computers were added to the facility.

*8. Coordination and integration of Federal, State, and local services and programs.

Response:

A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

Our schoolwide plan has been developed with the coordination and integration of federal, state, and local services and programs, all of which are being used to support our student achievement goals in our school improvement plan.

8(a). List of State and local educational agency programs and other federal programs that will be included.

The following is a list of the federal, state, and local services and programs that are being coordinated and integrated in FY 12:

- Title I
- State Extended 20 Day Funds
- QBE Grade Level Funds
- ESOL
- Special Education
- Gifted
- Professional Learning Funds
- Title I, Part A District Allocation
- Title I – C Migrant Education District Allocation
- Title II A District Allocation
- Title III (EL) District Allocation
- Special Education (IDEA Funds)



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

8(b). Description of how resources from Title I and other sources will be used.

Listed below are federal, state, and local services/ programs, with an explanation of how they are being coordinated and integrated in FY 13.

School-based funds provide the following services for our school:

Title I:

- Salary and Benefits for two (2) Teachers to increase academic achievement for all subgroups
- Salary and Benefits for one (1) Instructional Support Specialist to increase academic achievement for all subgroups
- *Study Island* improve academic achievement via remediation and enhancement
- *BrainPop* to increase student participation and motivation in learning concepts
- CRCT Preparatory Books – ~~CCGPS CRCT Coach~~ – All Subject Areas
- General Supplies and Materials

State Extended 20 Day Funds:

- Extended day teacher salaries/benefits

QBE Grade Level Funds:

- Technology Related Supplies

ESOL:

- General Supplies and Materials
- Translation Dictionaries

Special Education:

- General Supplies and Materials
- TransMath Materials
- Direct Instruction Materials

Gifted:

- General Supplies and Materials

Professional Learning Funds (school):

- *Kagan Learning*
- Benchmark Design
- CCGPS Unit Revision/Design
- Technology (Promethean Planet)



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

Federal funds provide the following services:

Title I, Part A District Allocation:

- School Allocations
- Indirect Cost
- Administrative Salaries and Costs
- One district level Parent Involvement Worker
- Family Literacy Materials
- Neglected/Delinquent Set Aside
- Support for Homeless
- Materials and Supplies for Parent Resource Room
- Materials and Supplies for Various Parent Involvement Initiatives

Title I is a part of the No Child Left Behind Act of 2001 (NCLB). This act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

Title I – C Migrant Education Allocation:

- One Family Intervention Specialist and Benefits
- Inclusion Student Services
- Supplemental Instructional Supplies
- Summer School Options
- Transition Support
- Parent Involvement Support
- Support Services

Title I – C Migrant Education Program: (MEP) is a federally funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

Title IIA District Allocation:

- Stipends
- Purchased Professional Services
- Travel/Registrations
- General Supplies/Expendable Equipment
- Professional Books/Periodicals
- Teacher Quality
- Paraprofessional Training



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

Title II A is a federally funded program with the purpose to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; improving the skills of principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement. The Director of Professional Learning is primarily responsible for the planning and expenditure of Title II A funds. Guidelines are as follows:

- Ensure that activities are aligned with state standards, and based on a review of scientifically based research and contribute to improvements in student academic achievement;
- Coordinate the program with other professional development programs;
- Develop professional development activities in a collaborative fashion and seek the input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel;
- Use funds to meet the requirement that all teachers be "highly qualified", develop annual objectives for measuring progress toward this requirement; and
- Use funds to ensure that all current paraprofessionals with instructional duties in any program supported with Title I, Part A, funds (other than translators and parent-involvement liaisons) have completed at least two years of study at an institution of higher education, obtained an associate's (or higher) degree, or met a rigorous standard of quality and can demonstrate academic skills and knowledge.

Title III (ELL) District Allocation:

- Instructional Materials including Rosetta Stone, Reading A to Z, Dictionaries
- Registration/Dues/Travel for TESOL Conferences
- Family Support Translations
- Equipment including DVD Players, Language Masters, Ear Bud translators
- Leveled Books/Supplemental Reading

Title III is a federally funded program that provides **supplemental** services for English Language Learners (ELL). English to Speakers of Other Languages (ESOL) is a state funded instructional program for eligible English Language Learners (ELL) in grades K-12. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment to the exit level. A portion of Title III funds are used to pay a half-time ESOL Coordinator who delivers professional learning to the ESOL teachers and regular education to teachers to enhance their teaching strategies to help ELL students meet challenging standards. The remainder of the funds is allocated to schools to support the ELL population with supplemental materials and services.



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

**Georgia Department of Education
 Title I
 Schoolwide/School Improvement Plan**

Special Education (IDEA Funds):

IDEA funds provide appropriate services for all special education children. Special Education is provided to give the necessary support (staff, materials, setting, accommodations, etc.) to students who qualify for any aspect of the special education program.

Appling County Middle School

Title I A 2012-2013

Total School Budget:

Funding Source	Budget	Component	Method of Use
Title IA		<ul style="list-style-type: none"> • <i>Study Island</i> • Tumble Books 	• School-wide – Increase academic achievement & provide remediation
		<u>Supplemental materials, books, & resources for</u> <ul style="list-style-type: none"> • CCGPS Math • GPS Science • GPS Social Studies 	• School-wide – Increase academic achievement & provide remediation
		<ul style="list-style-type: none"> • Ink supplies • iPad accessories 	• School-wide – Support Technology for Programs
		<ul style="list-style-type: none"> • Epson Projectors 4 	• School-wide – Increase academic achievement through technology integration
Title IA	\$	<ul style="list-style-type: none"> • Salaries and Benefits for two teachers • Salaries and Benefits for one Instructional Support Specialist 	• School-wide – Increase academic achievement & provide remediation
Title IA	\$	<ul style="list-style-type: none"> • Substitute for the two Teachers 	• School-wide – Increase academic achievement & provide remediation

Schoolwide:

- All students use the ~~COACH-CRCT~~ supplemental resource books in all subject areas to improve academic achievement and provide remediation of skills.
- All students use *Study Island* to enhance academic instruction and to provide remediation and acceleration of skills.
- All teachers incorporate an integration of technology to improve delivery of content and differentiated instruction, application of skills, and for remediation/acceleration.
- Staff participates in professional development opportunities that have a direct impact on improving student achievement.
- After school tutoring program provides all participating students with remediation in mathematics and reading/ELA.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

C. Our schoolwide plan was developed in coordination with other programs and complies with those acts as appropriate to middle school.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

Appling County Middle School provides activities to ensure that students who experience difficulties are provided with the necessary assistance to meet their needs. Formal and informal data are analyzed to note schoolwide, subgroup, grade level, and individual student weaknesses. Units of instruction and remediation activities are implemented to meet documented needs. Various surveys are provided to incorporate needs within the school. The RTI and IEP processes help monitor students who are struggling and provide necessary assistance. The schoolwide use of inclusion supports the needs of students by providing instruction in the least restrictive environment. Remediation activities, after school tutoring, and community assistance ensure that students who are struggling will be provided with additional assistance to meet specific needs.

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

Response:

Appling County Middle School participates in an ongoing evaluation of student achievement data. The administration and teachers review current Georgia CRCT test scores and AYP data during preplanning or when data become available. The school leadership team participates in a review of the analysis. Each teacher, teaching team, grade level, department, and subcommittee review data and generate ideas to improve academic achievement and instruction. Throughout the year, teachers provide opportunities to assess mastery of skills. Benchmarks pre and post grading periods, unit assessments, connection/remediation data, and progress monitoring help to ensure that weaknesses are identified in a timely manner.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

for identified difficulties.

Response:

All teachers within the school participate in training to assist with the identification of difficulties to improve student achievement. Content teachers evaluate and revise CCGPS units of instruction each year. Professional development and training in the RTI process assist teachers with the monitoring and achievement of students. Special Education and ELL teachers participate in ongoing training of programs and strategies to meet the needs of these subgroups. Attendance in various workshops promotes training to identify mastery of skills.

All faculty members receive yearly updates on health related topics to assist with meeting the emotional, social, and physical needs of students.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

Teacher-parent conferences are held throughout the year. A parent or teacher can request a conference at any time if there is a concern/need. Teacher-Parent conferences are conducted to provide information to parents regarding student academic performance, behavioral performance, and assessment results. Two Open House sessions are hosted by the school to promote engagement with parents. A Title I Curriculum Night is hosted annually by the school to provide parents with information regarding school programs, grade level expectations, testing, and resources in reference to student assistance with achievement and performance. Workshops are provided for parents based on identified areas of need with regard to annual test data and parent survey results. Handouts are sent home to parents to provide information on upcoming parent sessions, resources, and events. Discovery Place Parent Resource Center is made available to parents to provide supplemental support with a student's learning in the home. Planners/agendas are used as a communication tool between the parent and teacher concerning classroom learning and updates. Additionally, a monthly newsletter, *Middle Years*, is sent home to recommend parenting tips and other resources for assistance.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Appling County Middle School believes in a strong parent/school relationship knowing that parent involvement is critical to the academic successes of students as well as to the school at large. The organization provides parents with individual student assessment results in a timely manner. Parents are notified of both formal and informal assessment results during conferences, open house, parent involvement workshops, CRCT study sessions,



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

planner/agendas, report cards, and progress reports. Moreover, the school's Web site link to Parent Portal allows parents to regularly view students' grades, progress, and attendance data. The Georgia CRCT results and interpretation of the results are mailed to parents. In addition, parents receive Benchmark Assessment reports after each grading period, showing which skills were missed on the assessment and their child's strengths and weaknesses in the concepts taught over the past grading period.

If our school should enter the Needs Improvement status, determined by AYP results, parent letters will be sent to all students in our school to explain our designation as a Needs Improvement school. In addition, the letter will explain why we did not make AYP, what the NI designation means for our school and what strategies we have in place to improve our status.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

The process we followed to complete our plan involved gathering data and dispersing the information to the appropriate groups for brainstorming, analyzing and disaggregating. The following instruments served as a means for collecting pertinent data.

- Georgia Criterion Reference Competency Test (CRCT)
- Georgia Writing Assessments for 8th grade
- End-of-Grading Period Benchmark Assessments (locally created and adopted)
- Standardized Test for the Assessment of Reading (STAR)
- Progress Monitoring (RTI)
- AIMSWeb
- Access Tests for ELL
- TransMath Data
- Attendance Records
- Annual Needs Assessment Survey of Staff
- Annual Needs Assessment Survey of Parents
- Annual Title I Parental Involvement Survey
- GaDOE School Keys Survey
- SACS Parent Survey
- SACS Student Survey
- SACS Community Stakeholder Survey

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

Student assessment is ongoing throughout the school year, and results are analyzed and disaggregated in each subgroup. This is crucial as teachers need this information to differentiate instruction accordingly, based on students' strengths and weaknesses. Progress monitoring happens weekly as part of RTI (Response to Intervention) for students in Tier 2. As a result, additional strategies are suggested and implemented if necessary by team members, EIP teachers, and the RTI Core Team (administration, instructional coach, guidance counselor, and psychologist).

Results from the AYP (Adequate Yearly Progress) report, OSA report (Office of Student Achievement), standardized tests, and state mandated tests are analyzed and disaggregated each year as a part of the school's comprehensive needs assessment process to help determine goals for each school year. The AYP report is verified each year by the principal to ensure the accuracy of the data before it becomes official.

Weekly collaborative meetings take place to monitor and discuss the progress of targeted students (AA, ELL, SWD subgroups). Monthly grade-level meetings take place with the school administration to discuss progress of targeted students/subgroups. Information from benchmarks are noted for monitored students and added to a tracking progress monitoring data chart. Grade-level departmental meetings take place with the school administration after each benchmark to determine areas of weaknesses/strengths. During these times, item analysis takes place to note specific weaknesses/strengths.

13. Provisions for public reporting of disaggregated data.

Public reporting of disaggregated data is available on our school Web page as well as the Appling County's School System Web page. Results are also shared during the school year through our School Council, local newspaper, school newsletters, parent meetings, and parent conferences.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Appling County Middle School updates the school improvement plan on a yearly basis. This is an ongoing process throughout the year.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

personnel, parents and students (if secondary).

A partnership between parents and the school is a necessary component of student success. In order to ensure parental involvement, Appling County Middle School has at least two parents on each of its school committees and Leadership Team. These parents are representative of the school's demographic/ethnic make-up, ensuring there is adequate representation of all subgroups. This ensures accurate dissemination of data to both groups and provides information to a large number of stakeholders. An electronic parent involvement survey opened to parents each spring allows them to give their opinions and offer comments and suggestions concerning Appling County Middle School's parent involvement program. Additionally, parents serve on Appling County Middle School's Stakeholder Committee and are an integral part of updating the ACMS parental involvement policy. They participate in evaluating the previous year's plans, giving their input on ways to improve our Parent Involvement Policy and School Improvement Programs. The Appling County Middle School Council is composed of parents, business leaders, and school personnel. The council reviews plans during development and after completion. The school appreciates its council and values their comments and suggestions. Once the draft of the plan is completed, the school Leadership Team shares it with the staff in a faculty meeting. The staff is afforded the opportunity for input and questions. Their feedback is instrumental in making final revisions to the plan. After completion, the plan is available to all stakeholders.

16. Plan available to the LEA, parents, and the public.

Appling County Middle School strives to increase collaboration, communication, and support among the school, parents, and community by providing a process for increasing student achievement and continuous development of the vision, mission, and beliefs of the school. Each student is provided with a planner/handbook of current school policies and parental information. This planner/handbook is reviewed by both parents and students, with a form turned in to the school to note that the information was received and reviewed. Correspondences in the local newspaper, community Web pages, school Web page, and informational TV in the school lobby note school achievement data, policies, and information. The Title I plan and other relevant information are presented and reviewed during school advisory meetings and during all open house meetings. Likewise, Title I parent involvement meetings and the monthly Discovery Place newsletter keep all stakeholders abreast of current information related to the school. The school/system answering system allows for mass distribution of information to parents and the public. Copies of the plan are available in the school office for distribution upon request. Translators are available for support as needed.

17. Plan translated to the extent feasible, into any language that a significant percentage of



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

the parents of participating students in the school speak as their primary language.

Information is translated to the extent feasible, into any language that a significant percentage of the parents of participating students speak as their primary language. For Appling County Middle School, Spanish is the only translation needed at this point. The Migrant Student Services Providers, Migrant Outreach Coordinator, and/or system contracted translators are available to assist with parent communication both written and spoken. Transact is also used to translate documentation into Spanish. Numerous documents have already been translated into Spanish, and can be found on the Appling County School's website.

18. Plan is subject to the school improvement provisions of Section 1116.

Appling County Middle School has developed a school plan of improvement in compliance with the provisions of Section 1116 and addresses the needs of all learners within the school population.