



School Improvement Plan 2019 - 2020



Sumter County Americus Sumter High School (Old Americus-Sumter HS S)

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Sumter County
School Name	Americus Sumter High School (Old Americus-Sumter HS S)
Team Lead	Kimothy Hadley

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Leader/Teacher Effectiveness to increase achievement in 10-12 core content areas.
Root Cause # 1	All leaders/ teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
Root Cause # 2	Evaluations of leaders/ teachers are inconsistent and unreliable.
Root Cause # 3	Inconsistent and unreliable results of evaluations due to differences in implementation of evaluation instruments.
Root Cause # 4	Lack of evaluation instruments that are aligned to duties and responsibilities in some areas and not implemented with fidelity in others.
Goal	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4 percentage points in all core content areas by the end of the 2019-2020 school year as measured by the Georgia Milestones Assessment.

Action Step # 1

Action Step	Implement standards-based classroom using student exemplars systemically.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Focus Walks
Position/Role Responsible	Administrator
Timeline for Implementation	Weekly

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

Action Step # 2

Action Step	Implement 9-12 Literacy and Math Plans to include: <ul style="list-style-type: none"> • Implement locally developed 10-12 literacy and Math units with content experts respectively • Work to improve students fluency, vocabulary acquisitions, and comprehension • Implement Accelerated Reading program with book assessments completed and monitored • Implement math and Karate Math multiplication facts speed drill in Math course
Funding Sources	Title I, Part A Title II, Part A Title V, Part B N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Focus Walks, TKES
Position/Role Responsible	Administrators
Timeline for Implementation	Weekly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 3

Action Step	Train teachers on curriculum and assessment development and alignment to the use of effective instructional strategies. The use of USA Testprep to assist with assessment development.
Funding Sources	Title I, Part A Title II, Part A N/A

Action Step # 3

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Focus Walks and TKES
Position/Role Responsible	Administrators
Timeline for Implementation	Monthly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 4

Action Step	Utilize the district’s student progress monitoring platform for Literacy and Mathematics (Renaissance Learning-STAR Reading & STAR Math), district wide quarterly progress checks to gauge students’ acquisition of literacy and mathematics concepts and skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	STAR Reading and Math Reports
Position/Role Responsible	Assistant Principal
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 4

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

Action Step # 5

<p>Action Step</p>	<p>Provide a well-rounded education and academically challenging learning environments that encourage critical thinking through the integration of Science, Technology, Engineering and Mathematics (STEM) concepts and gifted learning strategies.</p>
<p>Funding Sources</p>	<p>Title IV, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Focus Walks</p>
<p>Position/Role Responsible</p>	<p>Administrators</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

Action Step # 6

Action Step	Conduct collaborative planning, vertically and horizontally in all core content areas with academic coaches and core content experts.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	agendas, sign-in sheets, evaluation forms
Position/Role Responsible	Administrators
Timeline for Implementation	Weekly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 7

Action Step	Class Size Reduction 10-12 (Teachers and/or Paraprofessionals).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Class size reduction worksheets, schedules, and Resource Allocation Management Plan
Position/Role Responsible	Principal
Timeline for Implementation	Weekly

Action Step # 7

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

Action Step # 8

<p>Action Step</p>	<p>Provide induction/mentoring program for new teachers.</p>
<p>Funding Sources</p>	<p>Title II, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Effective Leadership</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Sign-ins, agendas, evaluations</p>
<p>Position/Role Responsible</p>	<p>Professional Learning AP</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

Action Step # 9

Action Step	Conduct Curriculum/Assessment/Instruction-CAI-Principal) Collaborative Team and Assistant Principal School/District Leadership Team meetings to develop, implement and monitor all district and school improvement planning while participating in a professional learning community.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluations
Position/Role Responsible	Administrators
Timeline for Implementation	Quarterly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 10

Action Step	Conduct collaborative team meetings to implement the Georgia Standards of Excellence and all district initiatives regarding curriculum, assessments, instruction, and school improvement. Complete Professional Learning Expectation form for every PL provided to staff.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 10

Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms
Position/Role Responsible	Administrators
Timeline for Implementation	Monthly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 11

Action Step	Conduct focus walks to collect data on implementation of school initiatives, actions, strategies, and interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Walkthrough schedules, reports
Position/Role Responsible	Administrators
Timeline for Implementation	Quarterly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 12

Action Step	Conduct School Leadership Team meetings to develop, implement and monitor all district and school improvement planning while participating in a professional learning community.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas
Position/Role Responsible	Administrator
Timeline for Implementation	Monthly

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

Action Step # 13

Action Step	Implement a school-wide LKES/TKES implementation cycle
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	TKES and LKES Reports

Action Step # 13

Position/Role Responsible	Principal
Timeline for Implementation	Weekly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in 10-12 core content areas.
Root Cause # 1	A need for human resources to address a reduction in class size and attrition.
Root Cause # 2	There is a breakdown in Tier-1 instruction
Root Cause # 3	The structured curriculum process and expectations were not implemented with fidelity across all classes.
Root Cause # 4	There are issues with providing appropriate interventions to meet the needs of the students. Each year new teachers are added which requires ongoing training on intervention strategies.
Root Cause # 5	Students are passed along without meeting promotion requirements.
Goal	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4 percentage points in all core content areas by the end of the 2019-2020 school year as measured by the Georgia Milestones Assessment.

Action Step # 1

Action Step	Core Content experts will provide job-embedded professional learning to teachers that focuses on hands-on, active learning for students that allows exploration of concepts, building vocabulary and transfer of knowledge to various formats, such as projects and performance tasks.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-in, agendas, evaluations
Position/Role Responsible	Professional learning AP
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits,	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 1

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

Action Step # 2

<p>Action Step</p>	<p>Provide professional learning to new teachers on district/school programs, processes and procedures through the New Teacher Orientation and New Teacher Academy.</p>
<p>Funding Sources</p>	<p>Title II, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A</p>
<p>Systems</p>	<p>Professional Capacity</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Sign-in, agendas, evaluation forms</p>
<p>Position/Role Responsible</p>	<p>Professional Learning AP</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

Action Step # 3

Action Step	Provide professional learning to teachers on the use of GO-IEP and Multi-tiered Support System (MTSS) process.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-in, agendas, evaluations
Position/Role Responsible	Assistant Principal working with SPED
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 4

Action Step	Provide professional learning to leaders and teachers on the development and implementation of a comprehensive (diagnostic, benchmark, common formative, formative and summative) assessment system.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations

Action Step # 4

Position/Role Responsible	Administrators
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 5

Action Step	Provide professional learning to leaders and teachers on the implementation of Grades 10-12 Benchmark Assessments for Literacy (Write Score) and Math (Karate Math Multiplication Facts Speed Drill) as well as Renaissance Star Assessment program interventions.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations
Position/Role Responsible	Administrators
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 6

Action Step	Provide professional learning to leaders and teachers on implementing appropriate Co-teaching models.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-in, agendas, evaluation forms, classroom observations
Position/Role Responsible	Assistant Principal working with SPED
Timeline for Implementation	Yearly

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

Action Step # 7

Action Step	Academic Coach will model effective instructional strategies for teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	schedule, observations, lesson plans, CAI collaborative agendas
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

Action Step # 7

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

Action Step # 8

<p>Action Step</p>	<p>Provide professional learning on Alternative Behavior Educator (ABE) system annually to all staff.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Professional Capacity</p>
<p>Method for Monitoring Implementation and Effectiveness</p>	<p>Sign-ins, agendas and evaluation forms</p>
<p>Position/Role Responsible</p>	<p>Assistant Principal</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

Action Step # 9

Action Step	Implement established structures for collaboration with Intervention Specialist to address student attendance, discipline and Response to Intervention.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	RTI folders, sign-ins, agendas, meeting content material
Position/Role Responsible	Counselors
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 10

Action Step	Provide Attendance Support Team (AST) Meetings and Student Attendance Recovery to implement the district attendance protocol.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Attendance Protocol meeting (sign-in & agenda), attendance support team meeting (Sign-in, minutes, agendas)
Position/Role Responsible	Family and Community Engagement Coordinator/Attendance Administrator

Action Step # 10

Timeline for Implementation	Yearly
-----------------------------	--------

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 11

Action Step	Implement the Alternative Behavior Educator (ABE) system to reduce the in and out of school suspensions and disproportionate disciplinary practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	ABE Reports, Discipline Frameworks
Position/Role Responsible	Assistant Principal
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 12

Action Step	Implement the Multi-tiered Support Systems (MTSS) to address the needs of the “Whole Child” to include academic, behavior, emotional, social, physical and mental health of students.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	RTI folders, sign-ins, agendas, meeting content material
Position/Role Responsible	Counselors/Administrators
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 13

Action Step	Utilize the Infinite Campus (Student Information System) to track student attendance, academics and behavior.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Attendance Reports by subgroups

Action Step # 13

Position/Role Responsible	Principal/Attendance AP
Timeline for Implementation	Monthly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 14

Action Step	Utilize Renaissance Learning Programs (STAR Reading/Math) in all ELA and Math classrooms. Use iXL and USA Testprep as supplemental resources in all academic classes to support daily instruction and assessments.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student rosters, program reports
Position/Role Responsible	Assessment Assistant Principal
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 15

Action Step	Provide professional learning to faculty and staff on the value of building relationships and parent contribution: ie: welcoming all families, cultural diversity, and communication.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Handouts, sign-ins, agendas, evaluation forms, walkthroughs
Position/Role Responsible	Parent Engagement Coordinator/Principal
Timeline for Implementation	Yearly

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

Action Step # 16

Action Step	Provide professional learning to faculty and staff on family and community engagement strategies that supports student achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Handouts, sign-ins, agendas
Position/Role Responsible	Parent Engagement Coordinator/Principal

Action Step # 16

Timeline for Implementation	Yearly
-----------------------------	--------

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 17

Action Step	School principal will participate and collaborate with Family Connections to implement Early Literacy Logic Model and Family Self-Sufficiency Logic Model.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Sign-ins, minutes, agendas
Position/Role Responsible	Principal
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 18

Action Step	School will build capacity through community collaboration and parent training to expand learning opportunities for students, empower families, and build community participation
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Handouts, sign-ins, agendas, evaluation forms, volunteer logs
Position/Role Responsible	Parent Engagement Coordinator/Principal
Timeline for Implementation	Yearly

What partnerships 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.
---	--

Action Step # 19

Action Step	Conduct Annual Title I Input Meeting and Annual Title I meetings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Sign-ins, minutes, agendas(district and schools)
Position/Role Responsible	Parent Engagement Coordinator/Principal
Timeline for Implementation	Yearly

Action Step # 19

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.</p>
--	---

SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>The school Leadership Collaborative Team used the Planning and Preparation guide provided by the DOE to identify required and recommended team members. The required and recommended team members were invited to attend the School Leadership Retreats where the Comprehensive Needs Assessment and School Improvement Plan were revised.</p> <p>The School Leadership Team along with stakeholders reviewed data, determined areas of need, and discuss possible root causes. Guiding questions were used as discussion points. While some improvements had been made, it was determined based on the data that improvements were still needed in the areas of effective leadership, coherent instruction and family & community engagement. The team and stakeholders worked in collaborative groups and selected the top 3 action steps from each of the five systems (Effective Leadership, Coherent Instructional System, Supportive Learning Environment, Professional Capacity and Family & Community Engagement) based on the needs.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>To ensure that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, Americus Sumter High School adheres to the following practices:</p> <ol style="list-style-type: none"> 1. Hires only professionally qualified in-field teachers 2. Requires Principals/Assistant Principals to review the Mid-Year Personnel Analysis data generated by GaPSC before hiring and scheduling for the following school year <p>In January of each year, the principal meets with the Superintendent, Associate Superintendent and the Human Resource Director to review the status of their teacher rosters. The goal is to insure that ineffective and inexperienced teachers are not all placed in one building.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Instruction is aligned to the Georgia Standards of Excellence. Specific strategies vary by school level. Title I funds will be used in a supplementary manner to:</p> <ul style="list-style-type: none"> ● Reduce class size K-12 ● Provide additional support services using intervention teachers and paraprofessionals ● Technology equipment, software, and other technology resources ● Parent Involvement Resources and 100% District Parent Involvement/Family Engagement Coordinator ● Purchase high-quality, research-based supplementary materials, kits, consumables, books

<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<ul style="list-style-type: none"> ● Professional Learning Services including travel, lodging, and stipends to support core instruction; school climate; leadership: Consultants, job embedded, conferences, and off-site professional learning events ● Supplemental supplies and materials ● Administrative Services ● Indirect Costs ● Family Engagement Services ● Homeless Services/Foster/Migrant/ESOL/N&D ● After School, Saturday School, Summer School Services <p>If students from any of these groups are identified, appropriate services will be provided. Example: Students receive additional support in reading and math. Teachers are trained by content experts to teach Tier 2 and 3 intervention strategies to students struggling in reading and math. Students are assessed quarterly using Renaissance Learning STAR Reading and Math to measure the effectiveness of achievement growth.</p>
---	--

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>The RTI team reviewed student data to determine how to serve the students needing academic support. Students were ranked using STAR Math and Reading assessment data.</p> <p>1. Currently there are 30 (6 at OMBUDSMAN) students identified as Tier 3. Data (STAR, Milestone, Transcript) was reviewed for all Tier 3 students to determine if students need to remain in Tier 3 or move to Tier 2. A progress monitoring form will be created for intervention teachers to document the interventions and the student's response to the interventions. This data must be graphable. The form will be used in instances where the intervention is not computer-based such as AMP.</p> <p>2. Tier 2 Students and data: Currently there are 138 (36 at OMB) students identified as Tier 2. Data (STAR, Milestone, Transcript) was reviewed for all Tier 2 students to determine if students need to remain in Tier 2 or move back to Tier 1. It was determined all of these students need to remain at Tier 2. The Tier 2 students currently not in a math support or reading class will be placed in a Panther Period class beginning second nine weeks to receive intervention services. These students still need to be identified.</p>
--	---

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Not applicable</p>
--	-----------------------

<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Americus Sumter High School has the following strategies in place to facilitate effective transitions for students moving from 9th grade to the high school:</p> <p>1. The 9th graders tour ASHS in May where they are guided by either JROTC or members of the student government association to visit classrooms. The students visit core academic classes, foreign language classrooms, and the CTAE classrooms. The various CTAE pathways, organizations and clubs have displays set up in the gymnasium for students to walk through and ask questions.</p> <p>Students in Sumter County are able to participate in the Dual Enrollment programs. They are able to attend either the local four-year college or the technical school. Various colleges throughout the state visit ASHS and talk with the students about attending college. The counselors take students to visit colleges throughout the state and host an Apply to College day in the fall. Career days are held at ASHS. Various post-secondary speakers visit throughout the year to talk with students about post-secondary education as well the armed services. Two of the parent nights that are held at ASHS is a night for parents of seniors to meet and talk with a FAFSF representative.</p>
--	--

<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Sumter County School's Board of Education issues policies that govern the overall Code of Conduct for student behavior expectation. Each school has a student handbook that covers the Code of Conduct. The administrators use their schools Code of Conduct when handling infractions.</p> <p>The district has adopted the Alternative Behavior Educator (ABE) which is a program that targets the needs for behavioral education in school systems. ABE provides students of all school ages interactive software that emphasizes the importance of responsible behavior. The program is committed to empower teachers and administrators with the ability to combat dropout rates, disproportionality, number of referrals, and ISS/ OSS assignments.</p> <p>Each school in the system will create a discipline framework that incorporates the ABE program. Leaders and teachers at the school level will collaboratively develop the framework prior to the start of school. During preplanning, the faculty and staff at each school will participate in training of the ABE program. Each school with communicate the framework to parents and students at the beginning of the school year. Each school with implement the discipline framework and monitor discipline data monthly to address any concerns related to disciplinary actions, referrals, in and out of school suspensions, alternative placements and expulsions.</p>
---	---

ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
---	--