



School Improvement Plan 2020 - 2021



Sumter County Sumter County Primary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Sumter County
School Name	Sumter County Primary School
Team Lead	Renee' Thomas Mays, Ed. D., Principal

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	Increase student achievement in literacy and numeracy through human resources.
Root Cause # 1	Additional personnel is needed to identify appropriate interventions with teachers to increase student achievement or to monitor the implementation of the process.
Root Cause # 2	There are not sufficient allocation of funds to hire additional human resources or to reduce class sizes.
Root Cause # 3	There are not sufficient resources to provide appropriate interventions or oversee the multi-tiered support system process with fidelity.
Goal	Increase the percentage of students scoring at the demonstrating and exceeds levels on the GKIDS 2.0 in ELA and math and increase the percentage of students scoring at the proficient and distinguished levels on the STAR Early Literacy, STAR Reading, and STAR Math.

Action Step # 1

Action Step	Conduct observations and debriefing sessions with ELA & math academic coaches and content experts.
Funding Sources	Title I, Part A Title I, Part A SIG
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	Agendas, Sign-In Sheets, PL, feedback forms, and contract
Position/Role Responsible	Principal and Assistant Principal
Timeline for Implementation	Monthly

Action Step # 1

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

Action Step	Hire and maintain sufficient personnel (teachers and paraprofessionals) to implement reduced class sizes in K-1st.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Class size reduction sheet, day county sheet from infinite campus, and class schedule
Position/Role Responsible	Title I Director
Timeline for Implementation	Others : August 2020-June 2021

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

Action Step	Provide human resources/materials to implement and support Benchmark Literacy Program and Leveled Literacy Intervention Program, I-Ready and an Instructional After-School Program .
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, Sign-In Sheets, PL feedback forms, contract, purchase orders, and invoices
Position/Role Responsible	Title I Director
Timeline for Implementation	Others : August 2020-June 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Maintain academic coaches in ELA & math.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	CPI Report
Position/Role Responsible	Title I Director
Timeline for Implementation	Others : August 2020-June 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Conduct informal observations and formal observations using TKES and providing feedback/debriefing sessions with administration and/or academic coaches, and/or content experts, following district timeline.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity

Action Step # 5

Method for Monitoring Implementation and Effectiveness	TKES Reports, Feedback Reports from Content Experts, and Debriefing Notes
Position/Role Responsible	Principal and Assistant Principal
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Cultivate leadership through distributed Collaborative (i.e., Administrative Team, Leadership Team, Grade Level/Departmental Teams, PLCS/Study Groups) to monitor and model curriculum, instruction, assessments, and school improvement.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part 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	Committee Minutes, TKES, and Observations
Position/Role Responsible	Principal
Timeline for Implementation	Others : August 2020-June 2021

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Utilize school incentives to consistently recognize and celebrate the prompt and regular attendance at school for staff and cultivate a school culture conducive to teaching.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part 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	Adult Attendance Reports, School Climate and Committee Minutes
Position/Role Responsible	Principal and School Climate Committee Chairperson
Timeline for Implementation	Monthly

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in literacy and numeracy with intense interventions.
Root Cause # 1	All interventions need to be operated with fidelity.
Root Cause # 2	Although teachers were trained in how to identify appropriate interventions to address the deficits students displayed each year, they are in need of more training to help implement interventions with fidelity.
Root Cause # 3	There needs to be a more structured collaborative session arranged to train teachers how to analyze data from the multiple intervention programs and utilize technological resources to improve the MTSS process.
Goal	Increase the percentage of students scoring at the demonstrating and exceeds levels on the GKIDS 2.0 in ELA and math and increase the percentage of students scoring at the proficient and distinguished levels on the STAR Early Literacy, STAR Reading, and STAR Math.

Action Step # 1

Action Step	Provide and implement Leveled Literacy Intervention (LLI) and I-Ready to eligible students with sufficient human & material resources.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Agendas, sign-in sheets, PL, feedback forms, contract, purchase orders and invoices
Position/Role Responsible	Principal & Academic Coaches
Timeline for Implementation	Others : August 2020-May 2021

Action Step # 1

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

Action Step	Hire and maintain sufficient personnel to implement multi-tiered support system to track and monitor progress of at-risk students toward meeting academic, behavior, and academic goals.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	CCRPI Report
Position/Role Responsible	Title 1 Director
Timeline for Implementation	Yearly

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

Action Step	Implement multi-tiered support system (MTSS) for academic, behavior, and attendance.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES report, feedback reports from content experts, and debriefing notes.
Position/Role Responsible	Principal , Asst. Principal, Academic Coaches, and RTI Coordinator
Timeline for Implementation	Others : August 2020- May 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Ensure students' school participation through implementation of attendance plan using Infinite Campus and strategies from National At-Risk Youth Conference.
Funding Sources	Title I, Part A Title II, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES, Observations
Position/Role Responsible	Principal, Assistant Principal, Counselor, and Attendance Paraprofessional
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Implement the Alternative Behavior Educator (ABE) System and Class Dojo to support on-going behavioral interventions in social-emotional education.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	ABE Report, school climate and committee minutes
Position/Role Responsible	School Climate Committee Chairperson
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Utilize the diagnostic data gathered three times per year from the STAR Early Literacy, Star Math, & STAR Reading programs and three times a year from I-READY to identify at-risk students and monitor progress toward meeting grade-level standards.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment Reports
Position/Role Responsible	Principal, Assistant Principal, Academic Coaches, and Teachers
Timeline for Implementation	Others : August 2020-June 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Continue to use PANTHER INTERVENTION time to ensure that teachers are utilizing extra intervention time during the regular curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Data Reports, Observations
Position/Role Responsible	Principal, Asst. Principal, and Academic Coaches
Timeline for Implementation	Others : August 2020-May 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Utilize the class-size reduction model to provide self-contained service to retained students from remediation.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 8

Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	CPI Reports, Class Section Rosters, and Focus Walk Data
Position/Role Responsible	Principal
Timeline for Implementation	Others : August 2020-May 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Implement a Check-In/Check-Out (CICO) systems with students who struggle with social and emotional issues.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	CICO documents and disciplinary data
Position/Role Responsible	School Counselor and Teachers
Timeline for Implementation	Others : Depends on Needs of Individual Student

Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Partner with community civic organizations, local insurance agencies, local church groups, community agencies to provide incentives for perfect attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Identify subgroups from attendance reports on Infinite Campus
Position/Role Responsible	Principal, School Counselor, School Social Worker, and Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Purchase supplementary technology materials, which may or may not be expendable (Interactive Projectors, Chromebooks, iPads, Headphones, Laptops, Desktops, Printers, Toner, and class mouse/mice set) to support delivery of quality instruction, monitor student progress and incorporate use of instructional/supplementary technology.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Purchase Orders and Invoices
Position/Role Responsible	Media Specialist
Timeline for Implementation	Others : August 2020-June 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Implement SCPS After-School Instructional Program to enhance achievement in literacy and numeracy.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D

Action Step # 12

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Roster Sheets Pre/Post Assessments BAS STAR DATA (Reading/Mathematics)
Position/Role Responsible	Principal/Assistant Principal - Organizing Team/ Write Plan Program _Monitor Faculty, Staff, & Students Academic Coaches- -Compile Data -Provide academic resources -Provide PL Teachers- Create Lesson Plans Provide Instructions Monitor Progress Teaching
Timeline for Implementation	Others : March 2020-April 2021

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in literacy and numeracy through professional learning.
Root Cause # 1	All teachers need to consistently implement high quality and engaging instruction with fidelity.
Root Cause # 2	Improve instructional practices through professional learning from Literacy and Numeracy content experts and academic coaches.
Root Cause # 3	Teachers can benefit from additional training to implement interventions with fidelity.
Goal	Increase the percentage of students scoring at the demonstrating and exceeds levels on the GKIDS 2.0 in ELA and math and increase the percentage of students scoring at the proficient and distinguished levels on the STAR Early Literacy, STAR Reading, and STAR Math.

Action Step # 1

Action Step	Implement locally developed core math curriculum units and Benchmark Literacy curriculum with content experts and academic coaches in math and ELA using the standards-based classroom instructional framework.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Foster English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Focus walk, unit and lesson plans, and Benchmark monitoring tools.
Position/Role Responsible	Academic Coaches
Timeline for Implementation	Weekly

Action Step # 1

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

Action Step	Conduct collaborative planning, vertically and horizontally, in Literacy and Numeracy with academic coaches & content experts, including exemplars when developmentally appropriate.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Agendas, Sign-In Sheets, PL feedback form
Position/Role Responsible	Academic Coaches
Timeline for Implementation	Others : August 2020-May 2021

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

Action Step	Content experts and academic coaches will train teachers on best instructional practices & assessment item analysis (including Subs).
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	MTSS Folders (w/plans), sign-in sheets, agendas, meeting content material
Position/Role Responsible	Principal Academic Coaches
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Maintain academic coaches in Literacy and Numeracy.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Attendance data report and attendance plan
Position/Role Responsible	Title I Director & Principal
Timeline for Implementation	Others : August 2020-June 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Purchase supplementary literacy and social studies materials (books for classroom libraries, software licenses to Starfall, Gallopade, Renaissance and Brain Pop Jr.) to support delivery of quality instruction and monitor student progress.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Purchase Orders & Invoices
Position/Role Responsible	Principal, Assistant Principal, and ELA Academic Coach
Timeline for Implementation	Others : August 2020-May 2021

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Purchase supplementary numeracy and science materials (books for classroom libraries, software licenses to Starfall, Gallopade, Renaissance, and Brain Pop, Jr.) to support delivery of quality instruction and monitor student progress.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Purchases and Invoices
Position/Role Responsible	Principal, Assistant Principal, and Math Academic Coach
Timeline for Implementation	Others : August 2020-May 2021

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Conduct observations and debriefing sessions with ELA & math academic coaches and content experts.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Agendas, sign-in sheets, PL, feedback forms, contract
Position/Role Responsible	Principal, Assistant Principal, and Academic Coaches
Timeline for Implementation	Others : August 2020-May 2021

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

3.1 Stakeholders, Serving Children, PQ

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>SCPS teachers and administrators serve on a committee to evaluate data and formulate our School Improvement Plan. Input was received through surveys from parents and staff. Additionally, we utilized assistance from the district office to form a systematic plan.</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>All students are Title I students.</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>Data, standards-based classrooms, and differentiation is used to meet the needs of all students. The MTSS process will be implemented for students performing below grade level. Counseling services, after school supports, and additional services will be used for the targeted populations when needed.</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>N/A - All are Title I</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<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>The school has scheduled activities throughout the year for transition supports for incoming Pre-K/Kindergarten and rising second graders transitioning to elementary. Family Engagement Nights and Student Orientations are in place to support students throughout the year.</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>N/A - Pre-K - 1st Grade</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>The school utilizes an in-house behavior matrix, as well as the system's ABE (Alternative Behavior Education) Plan to decrease missed instructional time and reinforce positive behavior. This method is utilized over all subgroups to ensure equitable treatment and consistency. The ABE program is designed to keep students in class and reduce lost instructional time by using positive incentives and rewards.</p>

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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<p>The School Improvement Plan data is based upon the unprecedented school closure due to the COVID 19 Pandemic. Sumter County Schools opted for virtual learning for the first semester of the 2020-2021 school year.</p>
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