



# Comprehensive Needs Assessment 2020 - 2021 School Report



**Sumter County**  
**Sumter County Intermediate School**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Dr. April Smith
Team Member # 2	Assistant Principal	Jeffery Boges
Team Member # 3	Assistant Principal	Mohan Gugulothu
Team Member # 4	Counselor	Tawana Bettis
Team Member # 5	Counselor	Hayleigh Champion
Team Member # 6	Academic Coach	Kizzy Clayton
Team Member # 7	Academic Coach	Hollie Walters

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Media Specialist	Tina Moses
Team Member # 2	4th Grade Lead Teacher	Jamie Hawkins
Team Member # 3	6th Grade Lead Teacher	Vontessa Kendall
Team Member # 4	6th Grade Lead Teacher	Marlin Foster
Team Member # 5	Auxillary Lead Teacher (EIP)	Sharon Wheeler
Team Member # 6	Connections Lead Teacher	Danielle Colson
Team Member # 7	5th Grade Lead Teacher	Alma Wallace
Team Member # 8	Special Education Lead Teacher	Shanna Queenie
Team Member # 9		
Team Member # 10		

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Queen Gibson
Stakeholder # 2	Parent	Marcus Arnette
Stakeholder # 3	Parent	Jacquita Hodge
Stakeholder # 4	Central Office Liaison	Pam Fields
Stakeholder # 5	Cafeteria Manager	Diane Monts
Stakeholder # 6	Lead Custodian	Stanley Bouldin
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team selected stakeholders by generating a list of diverse individuals who were knowledgeable about the school's mission and goals and willing to serve in any capacity. The stakeholders included: SCIS teachers, parents, and SCS district office. The team will provide the stakeholders with handouts of the CNA and the school's data that has been aligned to the Georgia System of Continuous Improvement.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

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

## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

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



## Coherent Instruction Data

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

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

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

## Coherent Instruction Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

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

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

## Effective Leadership Data

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

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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

## Effective Leadership Data

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

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



## Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Professional Capacity Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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



## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

<b>School Culture Standard 4 -Supports the personal growth and development of students</b>		
<b>1. Exemplary</b>	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
<b>2. Operational</b>	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	
<b>School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff</b>		
<b>1. Exemplary</b>	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

## Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	School climate surveys.
<b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	We discovered that processes and structures are in place, however there's room for growth; specifically with implementation, documentation, follow-through and monitor with fidelity.
<b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Master Schedule, Counselor's Monthly/ Annual Report, Benchmark Results, and CCRPI.
<b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	SCIS offers an After School Tutoring Program for students who needed additional services for deficits in mathematics and reading. Additionally, SCIS constructed many team collaboratives, such study groups and grade-level teacher to ensure that the curriculum is aligned with state standards and teachers are provide the best instructional strategies that are used to improve student achievement.

What achievement data did you use?	2018-2019 GMAS scores
What does your achievement data tell you?	Data showed that many of our black students have a higher percentage in beginning and developing than other subgroups on EOG assessments. Students with disabilities have the highest percentages in beginning and developing than the other subgroups.
What demographic data did you use?	2019-2020 School enrollment data, attendance data, discipline data.
What does the demographic data tell you?	The trends and patterns that were identified that will support the identification of student, teacher and leader needs were lack of funds for personnel and significant outside variables such as local economy and parental involvement.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>There are several processes in place to plan and model quality instruction. However, all processes need to be modified for continuous improvement. School processes are also in place to monitor and improve planning for instruction, effective delivery of instruction, and to monitor student progress. Research-based instructional practices are in place to positively impact student learning. Data is collected and reviewed on student progress, but appropriate adjustments are needed to ensure that effective instructional practices are delivered.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The effective leadership trends and patterns observed in our school are building the capacity of future leaders and ensuring staff collaboration. Faculty and staff organize collaborative teams with great plans to maximize student learning and staff effectiveness, but there are improvements needed in evaluating the success of those plans as well as certain rules, policies, schedules, and procedures to maximize student learning and staff effectiveness. An evaluation of available resources for all content areas indicated a need for science curriculum materials in the 4th and 5th grades. Therefore, there is a continuous need to equip our teachers, students, and leaders with the necessary tools and resources to ensure success.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>There is a high attrition rate at the school. This creates a challenge in trying to ensure that all staff are adequately prepared to do quality work when we are having to conduct repetitive training for new teachers every year. Additionally, information and strategies presented during professional development are not always being displayed in all classrooms.</p>



## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>There are multiple structures to make families and community members feel welcomed at Sumter County Intermediate School. The effectiveness of these processes are operational. There has been an increase in SCIS monthly family engagement meetings and an overall increase in parental involvement. SCIS has also improved in meeting the cultural needs of our families and student population, however, there is still a need for diversity training for all faculty and staff. In addition, SCIS Parent Resource needs to provide parents with access to technology and valuable/useful resources to help meet the needs of their child(ren).</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Overall, the supportive learning environment data is considered to be operational (6 out of 9 standards). We discovered that processes and structures are in place, however there's room for growth; specifically with implementation, documentation, follow-through and monitor with fidelity. The standards that were rated emerging provided the explanation and areas to grow.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The trends and patterns that were identified that will support the identification of student, teacher and leader needs were lack of funds for personnel and significant outside forces such local economy and parental involvement.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Black students have a higher percentage in beginning and developing than other subgroups on EOG assessments. Students with disabilities have higher percentages in beginning and developing than the other subgroups.</p>

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

<b>Strengths</b>	One of the strengths of SCIS is the high, quality core instructional program vetted through research-based practices. An additional strength is the support that teachers receive by the administration team and academic coaches in effective teaching strategies and practices. Students are highly engaged through various modes of instruction.
<b>Challenges</b>	The challenges at SCIS is that the majority of students served live in a high-poverty level. There is a high number of students served and low parental support.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Improve Teacher Effectiveness to increase achievement in 4-6 core content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Provide professional learning opportunities that support students' academic needs, such as FOCUS SKILLS in mathematics, reading, and writing. These professional learning opportunities will also enhance teachers' self-efficacy in using the best instructional strategies that improve student learning.
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##### Overarching Need # 2

Overarching Need	Improve achievement in 4-6 grades core content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	There is a breakdown in Tier-1 instruction
	The structured curriculum process and expectations were not implemented with fidelity across all schools.
	There are issues with providing appropriate interventions to meet the needs of the students.
	Students are passed along without meeting promotion requirements

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - Improve Teacher Effectiveness to increase achievement in 4-6 core content areas.**

##### Root Cause # 1

Root Causes to be Addressed	Evaluations are not driving instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Lack of evaluation instruments that are aligned to duties and responsibilities in some areas and not implemented with fidelity in others.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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##### Root Cause # 3

## Root Cause # 3

Root Causes to be Addressed	All teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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**Overarching Need - Improve achievement in 4-6 grades core content areas.**

## Root Cause # 1

Root Causes to be Addressed	There is a breakdown in Tier-1 instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	The structured curriculum process and expectations were not implemented with fidelity across all schools.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	There are issues with providing appropriate interventions to meet the needs of the students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	During the virtual and traditional learning process, teachers will utilize Renaissance Focus Skills Workbooks as they work intensively to meet students' learning needs in reading, writing, and mathematics.
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## Root Cause # 4

Root Causes to be Addressed	Students are passed along without meeting promotion requirements
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 5

Root Causes to be Addressed	Professional learning is needed to enhance teachers' knowledge about the curricular in an effort to improve the rigor that is needed to help students master standardized assessments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

## Root Cause # 5

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment Others :
Additional Responses	



# School Improvement Plan 2020 - 2021



**Sumter County**  
**Sumter County Intermediate School**



## SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Sumter County
School Name	Sumter County Intermediate School
Team Lead	Dr. April Smith

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 checked="" type="checkbox"/>	Free/Reduced meal application
<input 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 Teacher Effectiveness to increase achievement in 4-6 core content areas.
Root Cause # 1	All teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
Root Cause # 2	Evaluations are not driving instruction.
Root Cause # 3	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% in all core content areas by the end of the 2020-2021 school year as measured by the Georgia Milestones Assessment.

## Action Step # 1

Action Step	1. Implement standards-based classroom using student exemplars.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Focus Walks
Position/Role Responsible	Administrators Academic Coaches
Timeline for Implementation	Others : September 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 # 2

Action Step	3. Implement Literacy/Writing and Numeracy curriculum units and locally developed 4-6 units and common assessments with the guidance of content experts.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Focus Walk, Unit/Lesson Plans
Position/Role Responsible	Administrators Academic Coaches
Timeline for Implementation	Others : July 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	Purchase literacy supplemental reading materials (i.e, books, novels, newsletters, Renaissance Focus Skill Reading Workbooks, Kids of Focus) to support the development classroom libraries and media center resources
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Purchase orders, invoices, inventory reports
Position/Role Responsible	Principal
Timeline for Implementation	Others : July 2020-November 2020

## Action Step # 3

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	Implement 4-5 locally developed core math curriculum units with content experts and Illustrative Math curriculum units for 6.
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	Focus Walk, Unit/Lesson Plans
Position/Role Responsible	Administrators Academic Coaches
Timeline for Implementation	Others : July 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 # 5

Action Step	Train teachers on curriculum and assessment development and alignment to the use of effective instructional strategies.
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	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Assessment schedules and Reports
Position/Role Responsible	Administrators Academic Coaches Content Experts (District)
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	Acquire a Science content expert to facilitate the development and implementation of the curriculum for GSE Standards with teachers.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

## Action Step # 6

Subgroups	Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms
Position/Role Responsible	Administrators Academic Coaches RESA
Timeline for Implementation	Others : September 2020-September 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	Acquire a Social Studies content expert to facilitate the development and implementation of the curriculum for GSE Standards with teachers.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms
Position/Role Responsible	Administrators Academic Coaches RESA
Timeline for Implementation	Others : September 2020 - September 2021

## Action Step # 7

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	Conduct collaborative planning, vertically and horizontally in all core content areas with academic coaches and core content experts.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	agendas, sign-in sheets, evaluation forms
Position/Role Responsible	Administrators 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 # 9

## Action Step # 9

Action Step	Utilize the school's assessment and data management system, for district wide analysis of student's mastery on grade level concepts using a variety of assessments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Focus Walks
Position/Role Responsible	Assistant Principal-Assessments
Timeline for Implementation	Others : Monthly (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 # 10

Action Step	Utilize the school'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 English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	STAR Reading and Math Reports
Position/Role Responsible	Principal & Asst. Principals Academic Coaches Intervention Services Coordinator
Timeline for Implementation	Monthly



## Action Step # 10

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	Provide professional learning to leaders and teachers on the implementation of Grades 4-6 Benchmark Literacy program.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations, Collaborative Planning Minutes
Position/Role Responsible	Administrators of Professional Learning  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 # 12

Action Step	Provide professional learning to leaders and teachers on the implementation of Grades 4-6 Leveled Literacy Intervention (LLI) program.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations, Collaborative Planning Minutes
Position/Role Responsible	Administrators of Professional Learning 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 # 13

Action Step	Provide professional learning to leaders and teachers on the implementation of Grade 6 Illustrative Mathematics program.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations, Collaborative Planning Minutes
Position/Role Responsible	Administrators of Professional Learning
Timeline for Implementation	Weekly

## Action Step # 13

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 # 14

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 English Learners 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	Assistant Principal in Role of Assessment Coordinator
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 # 15

Action Step	Provide professional learning to leaders and teachers on implementing appropriate Co-teaching models.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged English Learners 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	Special Education Lead Teacher Academic Coaches
Timeline for Implementation	Others : August 2019 - June 2020

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 # 16

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 II, Part A
Subgroups	Economically Disadvantaged English Learners 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	Principal Assistant Principals Academic Coaches

## Action Step # 16

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 17

Action Step	Academic Coaches will model effective instructional strategies for teachers during student group collaboratives.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	schedule, observations, lesson plans, CAI collaborative agendas, Collaborative Planning Minutes
Position/Role Responsible	Principal Assistant 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 # 18

Action Step	Provide professional learning to leaders and teachers on the use of Learning Forward (district web-based professional learning platform).
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners 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 of Professional Learning
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 # 19

Action Step	Provide professional learning to teachers on the use of GOIEP and MTSS process.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged English Learners 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	Special Education Accountability Specialist
Timeline for Implementation	Monthly

## Action Step # 19

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 # 20

Action Step	Provide professional learning to new teachers on district programs, processes and procedures through the New Teacher Orientation and New Teacher Academy.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged English Learners 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 of Professional Learning
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 # 21

## Action Step # 21

Action Step	Provide professional learning to school administrators on how to use Infinite Campus (Student Information System) to track student attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms
Position/Role Responsible	Student Information System Specialist
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 # 22

Action Step	Provide professional learning on Alternative Behavior Educator (ABE) system.
Funding Sources	Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas
Position/Role Responsible	ABE Administrator
Timeline for Implementation	Monthly



## Action Step # 22

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 # 23

Action Step	Provide professional learning on Multi-tiered Support Systems (MTSS).
Funding Sources	IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms,
Position/Role Responsible	Counselors and Academic Coach
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 # 24

## Action Step # 24

Action Step	Provide professional learning on using Renaissance Learning Programs (STAR Reading/Math, Accelerated Reader & English/Math in a Flash), Freckle for Math, and Edmentum for ELL.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms
Position/Role Responsible	Administrator of Professional Learning/ Academic Coaches
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 # 25

Action Step	Provide PD training on using Class Dojo (a communication platform that allows one and two-way communication with parents) and Parents as Partners
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms,
Position/Role Responsible	Family and Community Engagement Coordinator
Timeline for Implementation	Others : Bi-annually

## Action Step # 25

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 # 26

Action Step	Utilize Capitol Impact online professional and personal leave management system.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Professional and Personal Leave reports
Position/Role Responsible	Administrator of Professional Learning
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 # 27

## Action Step # 27

Action Step	Provide professional learning to leaders, faculty and staff on the value and contribution of parents.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Hand outs, sign in, agendas, and evaluation forms
Position/Role Responsible	Family and Community Engagement Coordinator
Timeline for Implementation	Quarterly

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 # 28

Action Step	Provide professional learning to faculty and staff on cultural diversity.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Hand outs, sign in, agendas, and evaluation forms
Position/Role Responsible	Principal School Counselors Family and Community Engagement Coordinator
Timeline for Implementation	Others : Bi-annually

## Action Step # 28

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 # 29

Action Step	Provide professional learning to faculty and staff on building relationships with families.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Hand outs, sign in, agendas, and evaluation forms
Position/Role Responsible	Principal, School Counselors, Family and Community Engagement Coordinator, & School Social Worker
Timeline for Implementation	Quarterly

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 # 30

Action Step	Afford Professional Learning for Counselors and Academic Coaches on student engagement, parent engagement and content and pedagogy.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	List of sessions attended and re-delivery
Position/Role Responsible	Counselors, Academic Coaches
Timeline for Implementation	Quarterly

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 # 31

Action Step	Provide an After-School Enrichment Program for students.
Funding Sources	Title I, Part A
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	Sign in sheets, assessment data
Position/Role Responsible	Counselors, Academic Coaches, Principal
Timeline for Implementation	Weekly

## Action Step # 31

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 # 32

Action Step	Provide professional learning for TKES guidelines to all teachers to improve their knowledge about the expectation of each standard.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitoring of TKES Platform Components (Orientation, Self-Assessment, Professional Learning Goals.)
Position/Role Responsible	Principal Assistant Principals
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 # 33

Action Step	Purchase supplemental resources that will be used to enhance student achievement in reading, writing, and mathematics, such as Renaissance Focus Skills Workbooks, Lucy Calkins Units for Writing, and Common Core Coach Books, and Time for Kids Guided Reading Books.
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	focus walks, TKES observations
Position/Role Responsible	Principal Assistant 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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## 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve achievement in 4-6 grades core content areas.
Root Cause # 1	Students are passed along without meeting promotion requirements
Root Cause # 2	The structured curriculum process and expectations were not implemented with fidelity across all schools.
Root Cause # 3	There are issues with providing appropriate interventions to meet the needs of the students.
Root Cause # 4	There is a breakdown in Tier-1 instruction.
Root Cause # 5	Professional learning is needed to enhance teachers' knowledge about the curricular in an effort to improve the rigor that is needed to help students master standardized assessments.
Goal	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all core content areas by the end of the 2020-2021 school year as measured by the Georgia Milestones Assessment.

## Action Step # 1

Action Step	Implement a district-wide LKES/TKES implementation cycle.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	TKES and LKES Reports
Position/Role Responsible	Administrators
Timeline for Implementation	Others : August 2019 through June 2020

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	Provide professional learning on TKES/LKES, include calibration through Inter-rater Reliability training.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Agendas, Sign-in Sheets, TKES and LKES Reports
Position/Role Responsible	Principal Assistant Prinicipal
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	Provide induction/mentoring program for new teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluations
Position/Role Responsible	Prinicpal Assistant Principals Director of Professional Learning
Timeline for Implementation	Others : Preplanning & monthly (July 2020-May 2021)

## Action Step # 3

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	Conduct focus walks/informal observations to collect data on implementation of school initiatives, actions, strategies, and interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Walkthrough schedules, reports
Position/Role Responsible	Principal, Assistant Principals, and Academic Coaches
Timeline for Implementation	Others : September 2020- May 2020

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 # 5

Action Step	Conduct school leadership team collaborative meetings to develop, implement, and monitor all initiatives and school improvement planning while participating in a professional learning community.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas
Position/Role Responsible	Principal Assistant Principals
Timeline for Implementation	Others : July 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 # 6

Action Step	Attend Curriculum/Assessment/Instruction-CAI-Principal) Collaborative Team and Assistant Principal Collaborative team meetings to implement the Georgia School Performance Standards and all district initiatives regarding curriculum, assessments, instruction, and school improvement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas
Position/Role Responsible	Principal Assistant Principal Academic Coaches
Timeline for Implementation	Others : September 2020-May 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	Participate in District Principals Support meetings to support principals with School Improvement Planning to include, but not limited to budgets, personnel, programs, and interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas
Position/Role Responsible	Principal
Timeline for Implementation	Others : September 2020– January 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 # 8

Action Step	Utilize the school's professional learning platform (Learning Forward) for teacher professional learning to monitor and cross reference professional learning with student achievement outcomes.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Learning Forward Reports, student assessments
Position/Role Responsible	Principal Assistant Principal Academic Coaches
Timeline for Implementation	Others : Monthly (September 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 # 9

Action Step	Utilize District Truancy Officer, District Social Worker, and Parent Mentors to implement the district attendance protocol and attendance support team meetings.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged English Learners 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	School Counselor, Social Worker, Parent Mentors, and Family and Community Engagement Coordinator
Timeline for Implementation	Others : August 2020-May 2021

## 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	Utilize the Infinite Campus (Student Information System) to track student attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, evaluation forms
Position/Role Responsible	Student Information Specialist System Specialist
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 # 11

## Action Step # 11

Action Step	Implement the Alternative Behavior Educator (ABE) system to reduce the in-out of school suspensions and disproportionate disciplinary practices.
Funding Sources	Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign-ins, agendas, ABE reports
Position/Role Responsible	Administration, Counselors, Intervention Services Coordinator
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 # 12

Action Step	Utilize contracted services of external provider (Ombudsman Educational Services) to facilitate for middle school students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Contract, student rosters,
Position/Role Responsible	Superintendent
Timeline for Implementation	Weekly



## Action Step # 12

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 # 13

Action Step	Implement the Multi-tiered Systems of Support (MTSS).
Funding Sources	IDEA
Subgroups	Economically Disadvantaged English Learners 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, Intervention Services Coordinator
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 # 14

## Action Step # 14

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 English Learners 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	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 # 15

Action Step	Implement multi-tiered interventions (including I-Ready, STAR Instructional Plan and Leveled Literacy Interventions)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	RTI folders, MTSS rosters, iReady reports, LLI Reports
Position/Role Responsible	Academic Coaches, Teachers, and Counselors
Timeline for Implementation	Monthly

## Action Step # 15

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 # 16

Action Step	Implement Renaissance Learning Programs (STAR Reading/Math, Accelerated Reader, & English in a Flash) and Freckle for Math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student rosters Program Reports
Position/Role Responsible	Title I Director
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 # 17

## Action Step # 17

Action Step	Frequent celebration of academic achievement (e.g., Student of the Month, Nine Weeks Academic Awards Program, ABE Celebration)
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	ABE, grade and attendance reports
Position/Role Responsible	Administrators Teachers Academic Coaches
Timeline for Implementation	Quarterly

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 # 18

Action Step	Parent Involvement Coordinator provides the school with family, parent, guardian engagement to support student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Split time log, parent engagement log
Position/Role Responsible	Family and Community Engagement Coordinator/ Counselors
Timeline for Implementation	Others : July 2020-September 2021

## Action Step # 18

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 # 19

Action Step	School leaders will participate and collaborate with Family Connection to implement Early Learning Logic Model
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Sign in, minutes, agendas
Position/Role Responsible	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 # 20

## Action Step # 20

Action Step	Utilize Class Dojo (a communication platform that allows one and two-way communication with parents) and Parents as Partners for traditional and virtual learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Platform reports and emails
Position/Role Responsible	SCIS Faculty & Staff Parent Engagement Coordinator
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 # 21

Action Step	Conduct Annual Title I Input Meeting and Annual Title I meetings
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	sign in, minutes, agenda
Position/Role Responsible	Principal
Timeline for Implementation	Weekly

## Action Step # 21

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 # 22

Action Step	Provide After-School Tutorial.
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	Lesson Plans, Focus Skills Workbook Assignments, Pre-test, and Post-test
Position/Role Responsible	Administration, Teachers, Academic Coaches, and Counselors
Timeline for Implementation	Others : February 2021-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

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.	The school invited individuals which included various stakeholders who provide feedback and input in developing the School Improvement Plan. Teams were formed to complete the Comprehensive Needs Assessment. These stakeholders and school personnel participated in discussions concerning the Georgia School Performance Standards as they pertain to the needs of students and staff of the school.
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.	The school will ensure that low-income minority children enrolled in the Title I school are not served by ineffective, out-of-field, or inexperienced teachers by developing the New Teacher Academy and enhancing Professional Learning Communities to strengthen educator preparation by providing needs based professional development and improving student teacher clinical experiences. Surveying teaching and learning conditions by enhancing the teacher mentoring program and promoting teacher leadership strategies will be the focus.
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).	The Title I instructional programs implemented are iReady, Edmentum (Study Island), After-School Tutoring, Panther Power Intervention Time, Renaissance Learning Programs, Benchmark Literacy/Writer's Workshop/Leveled Literacy Instruction. These programs are designed to identify and address the individual needs of at-risk students in the core content areas. These programs also monitor student progress and differentiate lessons based on student performance.
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	Not Applicable.



(point system) that uses the objective criteria to rank all students.	
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

##### Required Questions

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not Applicable.
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.	Not Applicable.
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.	The school will support efforts to reduce the overuse of discipline practices that remove students from the classroom by requiring that teachers participate in professional development on behavioral intervention systems. The school will implement a school-wide ABES Discipline Plan that requires documentation and encourages school/home communication. Sumter County Intermediate will promote the Positive Behavior Rewards Program by establishing a monthly academic, behavior, and attendance incentives program. Sumter County Intermediate will also use girls and boys mentoring groups (i.e., DIVAS and LEGO).

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	
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# **School-Level Parent and Family Engagement Plan**



## **School Parent and Family Engagement Policy *Sumter County Intermediate School* *School Year 2020- 2021* *09/14/2020***

In support of strengthening student academic achievement, **Sumter County Intermediate School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Sumter County Intermediate School** agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

## **DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

### **JOINTLY DEVELOPED**

**Sumter County Intermediate School** will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- *Through parent surveys and evaluations parents and teachers will work together annually to develop and revise our Parent Involvement Policy, our Parent-School Compact, and School-Wide/Improvement Plans. The parent survey will also provide feedback on the effectiveness of our programs. Program evaluations will follow Title I school events to determine the effectiveness of programs and, if necessary, the Parent Policy will be modified to include more effective strategies for continued school improvement.*
- *In order to encourage parent attendance at meetings and events, Sumter County Intermediate School will offer flexible schedules and will be held at various times to accommodate parent schedules. A language translator will be available upon request for parent meetings as needed in order to address English Language Learner communication support.*

### **ANNUAL TITLE I MEETING**

**Sumter County Intermediate School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

*Annual Title I Parent Meetings will be held at Sumter County Intermediate School in the fall of each school year. Parents will be given information about the School Improvement Plan goal statements and the progress made by our students on state assessments. Parent input will be taken into account when making all Title I decisions.*

### **COMMUNICATIONS**

**Sumter County Intermediate School** will take the following actions to provide parents of

participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

*Parents will be provided with timely information in the following ways: a). Individual teacher communication with parents through informal conversations, phone calls, notes, e-mail, parent-teacher conferences, and report cards. b). Schedules and school calendars, weekly reminder, marquee, bulletin boards, school and district websites, information stations in main office and hallway, and the Sumter County Intermediate School Student Handbook . c). Automated Telephone Communication System.*

### **SCHOOL-PARENT COMPACT**

**Sumter County Intermediate School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- *Sumter County Intermediate School has a Parent Compact developed and signed by staff, parents. The compact will be used annually at Parent-Teacher Conferences. The Compact is reviewed yearly and revised as needed to address concerns and suggestions by parents, students, and staff.*

### **RESERVATION OF FUNDS**

If applicable, **Sumter County Intermediate School** will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- *Parents are given opportunities for decision-making related to the education of their children during Annual Input Meeting.*

### **COORDINATION OF SERVICES**

**Sumter County Intermediate School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent

resource centers, that encourage and support parents in more fully participating in the education of their children by:

- *Hold annual transition meetings for third and sixth grade students.*
- *There is a Parent Resource Center available in the Media Center.*

## **BUILDING CAPACITY OF PARENTS**

**Sumter County Intermediate School** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - The challenging State's academic standards
  - The State and local academic assessments including alternate assessments
  - The requirements of Title I, Part A
  - How to monitor their child's progress
  - How to work with educators to improve the achievement of their child

*School will offer flexible schedules and will be held at various times to accommodate parent schedules. A language translator will be available upon request for parent meetings as needed in order to address English Language Learner communication support.*

- **The following workshops will be offered throughout the year:**
  - SCIS Curriculum
  - Math and Language Arts
  - Parent Portal and Academic Websites
  - Science/Social Studies
  - Georgia Milestones
  - Transition Meeting (information for rising 4<sup>th</sup> and 7<sup>th</sup> graders)

## **BUILDING CAPACITY OF SCHOOL STAFF**

**Sumter County Intermediate School** will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:



- *We will educate teachers to show that there are many ways in which parents can become involved with their child's education: Sumter County Intermediate School values both at-home contributions and those that take place at school and in the community. Sumter County Intermediate School encourages parental involvement in our school by asking for volunteers in the building and classrooms. We ask parents to become active members of the school Parent Teacher Organization (PTO), participating in the annual Open House/Curriculum Night, Activity Times, Student Assemblies, Field Day, sporting events, musical performances and other special events. Family participation helps to build a strong, rich partnership with parents, students and staff.*

**Sumter County Intermediate School** will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- *Sumter County Intermediate School will seek input from parents in a variety of ways: a). Parent Teacher Conferences will be held in September and February, in addition to any conferences scheduled due to parent or teacher request. c). Parent Surveys will be made available to determine satisfaction or dissatisfaction with the academic program, the school climate, leadership, the School Improvement Plan, and other important key issues involving parent-teacher partnerships including homework, and communication between home and school.*
- Sumter County Intermediate School Website:
  - The website can be assessed at ([www.scis.sumterschools.org](http://www.scis.sumterschools.org)) or through the Sumter County Schools website ([www.sumterschools.org](http://www.sumterschools.org)). Any news that concerns the school such as clubs, socials, scholarships, or school related information can be found here.
- Infinite Campus:
  - The Sumter County School District uses a software program that will allow parents to view their child's school records anywhere, anytime, via the Internet. Infinite Campus will be available to every parent or guardian of a student enrolled in the Sumter County School District.

## **A nivel de escuela**

### **Padres y Familia el Plan de implicación**



**Escuela de padres y familia política de compromiso**  
***Sumter County Intermediate School***  
***School Year 2019- 2020***  
***05/07/2019***

Para apoyar el fortalecimiento de los logros académicos de los estudiantes, **Sumter County Intermediate School** recibe el título I, Parte A, fondos y, por tanto, debe desarrollar conjuntamente con, de acuerdo con, y distribuir a los padres y familiares de los niños participantes un escrito de padres y familia política de compromiso que contiene la información requerida por la sección 1116(b) y (c) de cada estudiante logra actuar (ESSA). Esta política establece las expectativas de la escuela para los padres y la participación de la familia y se describe cómo la escuela va a implementar un número específico de padres y familia actividades de participación, y se incorpora a la escuela el plan presentado a la agencia local de Educación (LEA).

**Del Condado Intermediate School Sumter** se compromete a implementar los siguientes requisitos descritos en la sección 1116:

- Involucrar a los padres, en forma organizada, constante, y en el momento oportuno, en la planificación, revisión y mejoramiento de programas bajo el título I, Parte A, incluyendo la planificación, revisión y mejora de la escuela de padres y familia política de compromiso y la elaboración conjunta de la escuela programa plan bajo la sección 1114(b) de cada estudiante logra actuar (ESSA).
- Actualizar la escuela primaria y la participación de la familia política periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela, distribuirá a los padres de niños participantes, y hacer que los padres y la familia política de compromiso disponible a la comunidad local.
- Proporcionar oportunidades plenas, en la medida de lo posible, la participación de los padres con dominio limitado del inglés, los padres con discapacidades y padres de niños migrantes, incluida la provisión de información y los informes escolares requeridos bajo la sección 1111 de la ESSA en un formato comprensible y uniforme, incluyendo formatos alternativos bajo petición y, en la medida de lo posible, en un idioma que los padres entiendan.
- Si la escuela programa plan bajo la sección 1114(b) de la ESSA no es satisfactorio a los padres de niños participantes, enviar comentarios de los padres sobre el plan cuando la escuela hace el plan a disposición de la agencia local de educación.
- Se registrará por la siguiente definición estatutaria de los padres y la participación de la familia y llevarán a cabo programas, actividades y procedimientos de conformidad con lo dispuesto en la presente definición:

Padres y Familia el compromiso significa la participación de los padres en la regular, de dos vías, y la comunicación significativa con estudiante de aprendizaje académico y otras actividades de la escuela, incluida la garantía:

- (A) Los padres desempeñan un papel integral en ayudar el aprendizaje de sus hijos
- (B) se anima a los padres a participar activamente por la educación de sus hijos en la escuela
- (C) Los padres son socios de pleno derecho a la educación de sus hijos y están incluidos, según proceda, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos.
- (D) se realizan otras actividades, tales como las descritas en la sección 1116 de la ESSA

## **DESCRIPCIÓN DE CÓMO LA ESCUELA PONDRÁ EN PRÁCTICA A PADRE ESCOLAR REQUERIDO Y COMPONENTES DE LA POLÍTICA DE COMPROMISO DE LA FAMILIA**

### **CONJUNTAMENTE DESARROLLADO**

**Sumter County Intermediate School** tomará las acciones siguientes para implicar a padres en una manera organizada, en curso, y oportuna en la planificación, revisión, y la mejora de programas Title I, incluso oportunidades de reuniones regulares, de ser solicitadas por padres, formular suposiciones y participar, como apropiada, en decisiones que se relacionan con la educación de su niño y responder a cualquier tal suposición tan pronto como practicablemente posible.

- A través de las encuestas de padres y evaluaciones, los padres y los maestros trabajan juntos una vez al año para desarrollar y revisar nuestra Política de Participación de Padres, nuestro Parent-School compacto y School-Wide/planes de mejora. La encuesta a los padres también proporcionará información sobre la eficacia de nuestros programas. Las evaluaciones del programa seguirán el Título I acontecimientos escolares para determinar la eficacia de programas y, si es necesario, la política Paternal será modificada para incluir estrategias más eficaces para la mejora escolar continuada.

- • A fin de alentar a los padres la asistencia a reuniones y eventos, Sumter County Elementary School ofrecerá horarios flexibles y que se celebrará en diversas ocasiones para acomodar padres horarios. Un traductor de idiomas estará disponible previa petición para reuniones de padres según sea necesario a fin de hacer frente a aprendices de inglés apoyo a la comunicación.

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### **TÍTULO ANUAL y ENCONTRANDO**

**Sumter County Intermediate School** tendrá las siguientes acciones a llevar a cabo una reunión anual, en un momento conveniente, y alentar e invitar a todos los padres de niños participantes para asistir a informarles acerca de la escuela programa de Título I, la naturaleza del programa de Título I, los padres, los requisitos, la escuela de padres y familia política de compromiso, la escuela plan y el pacto de padre de la escuela.

*Anual de Padres de Título I Las reuniones se celebrarán en Sumter County Intermediate School en el otoño de cada año escolar. Los padres recibirán información sobre el Plan de Mejoramiento Escolar meta las declaraciones y el progreso de nuestros estudiantes en los exámenes estatales. Entrada padre serán tenidos en cuenta a la hora de realizar todo el Título I decisiones.*

## **COMUNICACIONES**

**Sumter County Intermediate School** tendrá las siguientes acciones para ofrecer a los padres de niños participantes lo siguiente:

- Información oportuna acerca de los programas de Título I
- Flexible número de reuniones, tales como las reuniones por la mañana o por la noche, y puede proveer con fondos de Título I, el transporte, el cuidado de los niños o las visitas a domicilio, ya que tales servicios se refieren a los padres y la participación de la familia.
- La información relacionada con los programas escolares y de padres, reuniones y otras actividades, se envía a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos bajo petición y, en la medida de lo posible, en un idioma que los padres pueden entender:

*Se ofrecerá a los padres con información oportuna de las siguientes maneras: a). Cada profesor de comunicación con los padres a través de conversaciones informales, llamadas de teléfono, notas, correo electrónico, las conferencias entre padres y maestros, y tarjetas de informe. b). Horarios y calendarios escolares, recordatorio semanal, marquesina, tableros de anuncios, la escuela y el distrito de sitios web, estaciones de información en la oficina principal y el vestíbulo y Manual del Estudiante de la Escuela Intermedia del Condado de Sumter. c). Automatizado Sistema de comunicación telefónica.*

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## **PADRE ESCOLAR COMPACTO**

**Sumter County Intermediate School** tendrá las siguientes acciones a desarrollar conjuntamente con los padres de los niños participantes una escuela-padres compacto que describe cómo los padres, el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el logro académico del estudiante y los medios por los cuales la escuela y padres van a construir y desarrollar una asociación para ayudar a niños a alcanzar el estado los altos estándares de calidad.

- *Sumter County Intermediate School es un Padre Compact elaborado y firmado por el personal, los padres de familia. El compacto será utilizada anualmente en Padres-docentes conferencias. El compacto se revisa anualmente y revisados en la medida necesaria para hacer frente a inquietudes y sugerencias por parte de los padres, los estudiantes y el personal.*

## **RESERVA DE FONDOS**

Si procede, **Sumter County Intermediate School** tendrá las siguientes acciones para involucrar a los padres de los niños que son atendidos en el Título I, parte a las escuelas en decisiones acerca de cómo el 1 por ciento de Título I, parte a los fondos reservados para los padres y la participación de la familia es gastado por:

- *Los padres se ofrecen oportunidades para la toma de decisiones relacionadas con la educación de sus hijos durante la entrada anual Reunión.*

## **COORDINACIÓN DE SERVICIOS**

**Sumter County Intermediate School**, en la medida de lo posible y apropiado, coordinar e integrar los padres y participación de la familia de programas y actividades con otras autoridades federales, estatales y locales de programas, incluyendo programas preescolares públicos, y realizar otras actividades, como padre centros de recursos, que alentar y apoyar a los padres en más participen plenamente en la educación de sus hijos por:

- *Mantenga de transición anual de reuniones de segundo y tercer grado.*
- *Existe un Centro de Recursos para Padres en la habitación 504*

## **LA CONSTRUCCIÓN DE CAPACIDAD DE PADRES**

Sumter County Intermediate School construirá los padres la capacidad de fuerte padre y compromiso familiar para asegurar la efectiva participación de padres y apoyar una alianza entre la escuela y la comunidad para mejorar el logro académico del estudiante a través de los siguientes:

- Proporcionar a los padres con una descripción y explicación del currículo en uso en la escuela, las formas de académica evaluaciones utilizadas para medir el progreso de los estudiantes, y los niveles de logro de los exigentes estándares académicos del Estado; y
- Materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar su hijo logro, tales como la alfabetización y el uso de la tecnología (incluida la educación sobre los efectos nocivos de la piratería de los derechos de autor), según corresponda, a padres adoptivos y compromiso familiar
- La prestación de asistencia a los padres de niños participantes, según proceda, en la comprensión de temas como los siguientes:
  - La difícil situación de los estándares académicos
  - El estado y la comunidad académica evaluaciones incluyendo evaluaciones alternas
  - Los requisitos del título I, Parte A,
  - Cómo supervisar el progreso de su hijo
  - Cómo trabajar con educadores para mejorar el logro de su hijo

*La escuela ofrecerá horarios flexibles y que se celebrará en diversas ocasiones para acomodar padres horarios. Un traductor de idiomas estará disponible previa petición para reuniones de padres según sea necesario a fin de hacer frente a aprendices de inglés apoyo a la comunicación.*

- **Los siguientes talleres se ofrecerán durante todo el año:**

- \* Currículo SCIS

- \* Matemáticas y Artes del Lenguaje

- \* Portal para padres y sitios web académicos

- \* Hitos de Georgia

- \*Ciencia/Estudios Sociales

- \* Reunión de transición (información para el aumento de 4to y séptimo grado)

## **LA CONSTRUCCIÓN DE CAPACIDAD DE PERSONAL ESCOLAR**

**Sumter County Intermediate School** ofrecerá capacitación para educar a los maestros, especializada instrucción personal de apoyo, directores y otros líderes de centros escolares, y otros funcionarios, con la asistencia de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo llegar, comunicarse con, y trabajar con los padres como socios iguales, aplicar y coordinar los programas para los padres, y crear lazos entre los padres y la escuela por:

- Vamos a educar a los maestros para mostrar que hay muchas maneras en que los padres pueden involucrarse en la educación de sus hijos.: Sumter County Elementary School valora tanto en casa los aportes y las que tienen lugar en la escuela y en la comunidad. Sumter County Elementary School alienta la participación de los padres en nuestra escuela pidiendo voluntarios en el edificio y las aulas. Pedimos a los padres a convertirse en miembros activos de la Escuela de Padres y Maestros de organización (TDF), participando en la Casa Abierta anual/Curriculum Night, tiempos de actividad, Asambleas estudiantiles, Días de campo, eventos deportivos, conciertos musicales y otros eventos especiales. La participación de la familia ayuda a construir un fuerte y rico en asociación con los padres, los estudiantes y el personal.

**Sumter County Intermediate School** ofrecerá otro tipo de apoyo razonable para los padres y la participación de la familia actividades bajo la sección 1116 como los padres pueden solicitar por:

- *Sumter County Intermediate School solicitará la contribución de los padres en una variedad de maneras: a). Padres y Maestros de conferencias se celebrará en septiembre y febrero, además de las conferencias programadas debido al padre o profesor solicitud. c). Las encuestas de padres estará disponible para determinar la satisfacción o insatisfacción con el programa académico, el clima escolar, el liderazgo, el Plan de Mejoramiento Escolar, y otras importantes cuestiones clave involucrar a padres-maestros asociaciones incluyendo la tarea, y la comunicación entre el hogar y la escuela.*
- Sumter County Intermediate School Sitio Web:
  - El sitio web puede evaluarse en ([www.scis.sumterschools.org](http://www.scis.sumterschools.org)) o a través del Condado Sumter escuelas website ([www.sumterschools.org](http://www.sumterschools.org)). Cualquier noticia que se refiere a la escuela como clubes, sociales, becas, o la escuela información relacionada se puede encontrar aquí.
- Infinite Campus:
  - La Sumter County School District, utiliza un programa de software que permitirá a los padres ver la escuela de su hijo los registros en cualquier lugar y en cualquier momento, a través de la Internet. Infinite Campus estará disponible a cada padre o tutor de un alumno matriculado en el Sumter County School District.