



School Improvement Plan 2018-2019



**Americus-Sumter Ninth Grade
Academy**

Sumter County Schools

SCHOOL IMPROVEMENT PLAN



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Richard Woods, State School Superintendent
“Educating Georgia’s Future.”

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia’s planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement 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
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- | | |
|---|-------------------|
| • Georgia’s Systems of Continuous Improvement Overview | February 10, 2017 |
| • Planning and Preparation | February 17, 2017 |
| • Coherent Instructional System | February 24, 2017 |
| • Effective Leadership | March 3, 2017 |
| • Professional Capacity | March 10, 2017 |
| • Family and Community Engagement | March 17, 2017 |
| • Supportive Learning Environment | March 24, 2017 |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017 |
| • Problem Solving Process and Selecting Interventions | April 7, 2017 |
| • Improvement Planning - Systems and Processes | April 21, 2017 |
| • Planning - Budgeting | April 28, 2017 |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP) | May 5, 2017 |

To contact the Department with any questions related to this plan, please email federalprograms@doe.k12.ga.us and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at nhandville@doe.k12.ga.us.

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

SCHOOL IMPROVEMENT PLAN

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the school and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Sumter County Schools
<i>School Name</i>	Americus-Sumter Ninth Grade Academy
<i>Team Lead</i>	Cindy Anglin
<i>Position</i>	Principal
<i>Email</i>	canglin@sumterschools.org
<i>Phone</i>	229-924-5914

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) - Pilot systems ONLY
<input checked="" type="checkbox"/>	“Fund 400” - Consolidation of Federal funds only

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

2 SCHOOL IMPROVEMENT GOALS

21 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific *Measurable* *Attainable* *Relevant* *Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the school and its resources
- EL-5 Driving improvement efforts

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

SCHOOL IMPROVEMENT PLAN

22 OVERARCHING NEED #1

Overarching Need	
To Improve Academic Achievement in all academic areas.	
Root Cause #1	Breakdown of Tier 1 Instruction
Root Cause #2	No viable and vetted curriculum in place for all academic areas
Root Cause #3	Teachers unclear of curriculum expectations and collaborative planning expectations
Root Cause #4	Lack of monitoring and feedback/coaching supports for teachers- no clear intervention system for students
Root Cause #5	Lack of trained coaches in all areas to provide feedback and model expectations
GOAL	Increase the percentage of students scoring at the DEVELOPING LEARNER level and above by 4% in all academic areas by the end of the 2018-2019 school year as measured by the GMAS and/or Pre/Post tests.

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic areas by the end of the 2018-2019 school year as measured by the Georgia Milestones Assessment and/or Pre/Post Tests.		
Structure(s)	CIS 1-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Implement with fidelity core content curriculum (ELA, Math, Science and Social Studies) with support from content experts.	State, Local, Title I, Title II	a. September 2018 - September 2019	Principal
		b. Sign-ins, agendas, evaluation forms	
2. Implement and monitor clear expectations for collaborative planning. Use a protocol to guide process.	Title I, Title II	a. Monthly (2018-2019)	Academic Coach
		b. Agendas, sign-in sheets, evaluation forms	
3. Provide frequent and quality feedback to teachers on instruction. Define the process.	N/A	a. September 2018 to May 2019	Principal
		b. Instructional Feedback & Schedules	
4. Provide clear expectations on monitoring student progress by using a balanced system of assessments.	N/A	a. September 2018 to April 2019	Asst. Principal
		b. Assessment schedules and reports, assessment protocol	
5. Utilize USA Test Prep, and Write Score to create and/or administer assessments	State, Local, Title 1	a. October 2018-September 2019	Assistant Principal
		b. Program Reports	
6. See next page for more action steps (CIS 1-4)		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
1. Covered in Action Steps. 2. Implement Standards Based Classrooms School-wide. Use Data, flexible grouping and technology to enhance learning.			
English Learners		Migrant	
Collaborative planning for EL teachers and general education teachers		Support personnel to monitor and provide instructional support. Ensure that intervention services are provided for migrant students	
Race/Ethnicity/Minority		Students with Disabilities	
		School personnel to monitor instructional plans for students, PL provided for SPED personnel. Ensure that student schedules, services and IEP's are implemented.	

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Continued from Goal 1: Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic areas by the end of the 2018-2019 school year as measured by the Georgia Milestones Assessment and/or Pre/Post Test.
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Structure(s)	CIS 1-4
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Purchase equipment to promote critical, high order thinking in inquiry investigations, as is required with the new GSE in Science.	State Local Title I	a. October 2018-June 2019	Principal
		b. Lesson plans, purchase orders, invoices, inventory reports	
2. Purchase additional supplies (chart paper, markers, etc.) and technology (laptops, ipads, etc.) to support instructional programs. Purchase technology supplies needed for support (ink, batteries, paper, mouse)	State Local /Title 1	a. August 2018-September 2019	Media Specialist
		b. Purchase orders, invoices, inventory reports	
3. Purchase literacy supplemental reading materials (i.e. novels, magazines) to support the development of classroom libraries.	Local, Title 1	a. July 2018-October 2019	Principal
		b. Purchase orders, invoices, inventory reports	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

EFFECTIVE LEADERSHIP

GOAL Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic areas by the end of the 2018-2019 school year as measured by the Georgia Milestones Assessment and/or Pre/Post Tests.

Structure(s) EL 1-5

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Develop leadership capacity. Provide Leadership team training on curriculum, instruction, and assessment.	State, Local, Title II	a. August 2018 - June 2019	Principal
		b. Sign in sheets, Agendas, Evaluations	
2. Reduce the variability among classrooms by implementing focus walks and feedback sessions for teacher support.	N/A	a. August 2018 - June 2019	Academic coach
		b. Evaluation Forms	
3. Provide training to leadership team to make meetings more effective.	Local, State, Title II	a. August 2018 - June 2019	Principal
		b. Sign-in sheets, Agendas, Evaluations	
4.			
5.			
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Provide differentiated tasks and/or instructional delivery models for targeted at-risk students.	Provide training on McKinney-Vento Act with teachers,
English Learners	Migrant
Provide Instructional Strategies to support English Learners.	Scheduling to address gaps for instructional needs.
Race/Ethnicity/Minority	Students with Disabilities

PROFESSIONAL CAPACITY

GOAL Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic areas by the end of the 2018-2019 school year as measured by the Georgia Milestones Assessment and/or Pre/Post Tests.

Structure(s) PC 1-4

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Core Content experts will provide professional learning to implement the curriculum with fidelity.	State, Local, Title I, Title II	a. September 2018 to September 2019	Principal
		b. Sign-in sheets, Agendas, Evaluation Forms	
2. Provide PL on how to use a balanced system of assessments to monitor student progress.	State, Local, Title I, Title II	a. September 2018 to September 2019	Assistant Principal
		b. Classroom observations, Student Assessment Reports,	
3. Provide PL on new technology resources and other programs to use with fidelity.	State, Local, Title I, Title II	a. September 2018 - May 2019	Media Specialist
		b. Sign In, Agendas, Evaluation	
4. Hire additional Teachers to reduce class size.	State, Local. Title 1,	a. September 2018 to September 2019	Director of Human Resources
		b. Master Schedule/Class size	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
1. Covered in Action Steps 2. Implement RTI.	
English Learners	Migrant
Schedule ELL Teachers to attend all PL events in all academic areas	Support personnel at school level to monitor and provide instructional support and ensure intervention services are provided.
Race/Ethnicity/Minority	Students with Disabilities
Implement RTI	SPED personnel will be scheduled to participate in PL.

**FAMILY and COMMUNITY
ENGAGEMENT**

GOAL Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic areas by the end of the 2018-2019 school year as measured by the Georgia Milestones Assessment and/or Pre/Post Tests.

Structure(s) FCE 3-4, 6

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Utilize different platforms to involve families. Provide training and guidelines for teachers.	Title I Title IV	a. July 2018 to June 2019	Counselor
		b. Sign ins, Agendas, & Evaluations	
2. Conduct Parent nights, Title I Input meetings, parent surveys, etc. to collaborate with families.	Title I	a. July 2018 to June 2019	Counselor
		b. Sign ins, Agendas, & Evaluations	
3. Provide ongoing PL to parents on how to support academics. Make the workshops more appealing and embedded into other parent meetings.	Title I, Title IV	a. July 2018 to June 2019	Counselor
		b. Sign ins, Agenda & Evaluations	
4.		a.	
		b.	
5.		a.	
		b.	
6.			

Economically Disadvantaged	Foster and Homeless
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Addressed in actions steps.	Provide additional invitations to meetings other than required.
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English Learners	Migrant
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Provide interpreters for meetings and provide translations for all written materials.	Provide interpreters for meetings and provide translations for all written materials.
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Race/Ethnicity/Minority	Students with Disabilities
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RTI	Provide additional invitations to meetings other than required.
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SUPPORTIVE LEARNING ENVIRONMENT

GOAL Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic areas by the end of the 2018-2019 school year as measured by the Georgia Milestones Assessment and/or Pre/Post Tests.

Structure(s) SLE 1-3

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide training and implement ABE with fidelity.	State, Title II, Local, Title IV, IDEA	a. July 2018 - May 2019	Principal
		b. Sign in, Agendas	
2. Continue to implement and monitor a school based RTI plan. Purchase resources and curriculum to support Panther Period.	Local IDEA	a. August 2018 - May 2019	Counselor
		b. RTI plan folders, Sign ins, Agendas, Purchase Orders	
3. Provide on-going training, implement and monitor a multi-tiered system of academic supports.	IDEA	a. August 2018 - May 2019	Counselor
		b. RTI folders, Sign in sheets, Agendas, feedback from content experts	
4. Develop and maintain student supports in attendance and behavior.	Local, IDEA	a. August 2018 - May 2019	Assistant Principal
		b. AST meeting minutes, sign in sheets, agenda	
5. Implement Renaissance Learning Programs (STAR Reading/Math, Accelerated Reader/Math & English/Math in a Flash, and IXL).	State Local Title I	a. October 2018 to September 2019	Assistant Principal
		b. Student rosters, program reports	
6. Provide PL on curriculum development, instructional strategies, and content mastery through conferences and workshops.	State, Local, Title II	a. September 2018-September 2019	Principal
		b. Agendas, sign-in sheets	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Provide interventions and monitoring of targeted students.	Support McKinney Vento Interventions.
English Learners	Migrant
ESOL Teachers Renaissance Learning - English In a Flash	ESOL/Family Social Worker/Title I
Race/Ethnicity/Minority	Students with Disabilities
RTI	Ensure IEP's are followed.

2.3 OVERARCHING NEED #2

Overarching Need	
To improve the School Climate	
Root Cause #1	Teacher and leader attrition
Root Cause #2	Lack of Teacher/Leader support in instruction and discipline Low teacher morale
Root Cause #3	Lack of consistent instructional and discipline systems throughout the school
Root Cause #4	Lack of family/community support and involvement
Root Cause #5	Lack of consistent processes and follow-through on involving families, supporting teachers and students
GOAL	Increase the school climate star rating by 1 star by the end of the 2018-2019 school year.

COHERENT INSTRUCTIONAL SYSTEM

GOAL Increase the school climate star rating by 1 star by the end of the 2018-2019 school year.

Structure(s) CIS 1-4

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Implement and monitor teacher mentoring system for not only new teachers, but struggling teachers.	Local, State, Title 1	a. July 2018 to June 2019 b. TKES, Study Groups, Sign-In sheets, agendas	Principal
2. Implement coaching cycle to support teachers.	Local, State, Title 1 Title II	a. July 2018 to June 2019 b. Monthly (September 2018- May 2019)	Principal
3. Monitor and improve teachers as advisors for student supports through scheduling, targeted interventions, and data talks.	N/A	a. Monthly (September 2018-May 2019) b. Walkthrough notes	Counselor
4. Collaborative Planning in core content areas with academic coaches and content experts.	Title I Title II	a. Monthly (September 2018- May 2019) b. Agendas, sign in sheets, feedback from content experts	Assistant Principal
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Schedule time for targeted interventions.	Coordinate with system Family and Community Engagement Director and Social Worker
English Learners	Migrant
Schedule time for ELL students and families for intervention services; ESOL teachers.	Provide intervention services for migrant students and families; Identify for ESOL support.
Race/Ethnicity/Minority	Students with Disabilities
PL for cultural diversity and sensitivity; gifted supplemental support	Ensure that interventions are available for students with IEPs; Training on RTI for leaders.

EFFECTIVE LEADERSHIP

GOAL	Increase the school climate star rating by 1 star by the end of the 2018-2019 school year.
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Structure(s)	EL-1
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Monitor ABE and discipline structures for effectiveness	Title 1	a. July 2018 to June 2019 b. ABE reports	Assistant Principal
2. Ensure parent engagement and student programs are implemented with fidelity	Title 1	a. September 2018 to May 2019 b. Walkthroughs, feedback	Counselor
3. Guest speakers during Panther period and/or Activity Period.	Title 1	a. Quarterly (September 2018-May2019) b. Feedback, behavior reports, surveys	Counselor
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Intervention time provided during regular school day as well as after school.	Schedule time for System Family/Social Worker.
English Learners	Migrant
Ensure scheduling that provides peer supports during class when possible.	Schedule time for interventions in instructional gaps.
Race/Ethnicity/Minority	Students with Disabilities
Monitor scheduling for equity.	Follow IEPs for identified students.

PROFESSIONAL CAPACITY

GOAL	Increase the school climate star rating by 1 star by the end of the 2018-2019 school year.
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Structure(s)	PC 1-4
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide training for building relationships with parents.	State, Local, Title I	a. On-going (July 2018-September 2019) b. PL Schedule/Agendas	Principal
2. Provide ongoing training and support for positive classroom management system.	State, Local, Title I, Title II	a. July 2018- September 2019 b. Sign-in sheets, agendas, evaluation forms	Principal
3. Provide training for teacher mentors to support new teachers.	Title 1	a. July 2018- September 2019 b. Sign-in sheets, agendas, observation and PL forms	Assistant Principal
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Provide teacher training on community engagement.	
English Learners	Migrant
Provide teacher training for cultural diversity.	Provide teacher training for cultural diversity.
Race/Ethnicity/Minority	Students with Disabilities
Provide teachers training for diversity and support of community engagement.	

**FAMILY and COMMUNITY
ENGAGEMENT**

GOAL | Increase the school climate star rating by 1 star by the end of the 2018-2019 school year.

Structure(s) | FCE-6

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Establish community partners to help with incentives for attendance and behavior celebrations	Title 1 Title II	a. August 2018 - September 2019	Assistant Principal
		b. Visitor Log, agendas	
2. Establish community/family partners to recognize teachers and faculty	N/A	a. August 2018 - September 2019	Assistant Principal
		b. Visitor Log, agendas	
3. Involve parents in student programs and recognition ceremonies at school	N/A	a. August 2018 - September 2019	Assistant Principal
		b. Visitor Log, agendas	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Flexible Meeting times after school. Access to computers.	
English Learners	Migrant
Provide interpreters at meetings if possible.	Diversity training and interpreters if possible.
Race/Ethnicity/Minority	Students with Disabilities
Diversity training and interpreters for meetings if possible.	

SUPPORTIVE LEARNING ENVIRONMENT

GOAL Increase the school climate star rating by 1 star by the end of the 2018-2019 school year.

Structure(s) SLE-3

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Ensure that Leadership Team monitors school climate monthly.	N/A	a. August 2018- May 2019	Principal
		b. Sign in sheets, agendas, attendance, discipline data, surveys	
2. Monitor ABE, Attendance, and student support systems for effectiveness.	Title I Title II State and Local	a. August 2018- May 2019	Principal
		b. Sign-in sheets, agendas, ABE and Attendance reports	
3. Create opportunities for teachers to provide input and suggestions to improve morale and climate.	N/A	a. August 2018- May 2019	Principal
		b. Surveys, survey results, sign in sheets, agendas, minutes	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Implement RTI, Diversity Training	
English Learners	Migrant
	Diversity/Cultural training for teachers.
Race/Ethnicity/Minority	Students with Disabilities

Pages 21-31 are intentionally left blank.

4. REQUIRED QUESTIONS

4.a - 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 sought and included.

[Sec. 2103(b)(2)]

The school utilized teachers and administrators on a committee to evaluate data and formulate our School Improvement Plan. Parent and staff input was received through surveys as well. We employed the 5 Whys to uncover our root causes. Additionally, we utilized assistance from the district office to form a congruent plan. Moreover, we used feedback from the GADOE School Based Officials.

4.b - 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.

[Sec. 1111(g)(1)(B)]

All students are Title I students; therefore, we do not have a disproportionate rate.

4.c - 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).

[Sec. 1114(b)(7)(ii)]

Since all students are Title I, all core subjects are targeted. All teachers are expected to use data, standards-based classrooms and differentiate to the needs of the individual students. The RTI process will be implemented for struggling students. Advisory programs, counseling services, after school supports and additional services from our Family/Community Involvement Director will be used for the targeted populations when needed.

SCHOOL IMPROVEMENT PLAN

4.d - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

N/A: All are Title I

4.e - 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.
[Sec. 1114(b)(7)(V)]

N/A: 9th Grade Academy

SCHOOL IMPROVEMENT PLAN

4.f - 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.

[Se. 1114(b)(7)(II)]

The school has scheduled activities throughout the year for transition supports for eight graders transitioning to high school. Parent Nights, Summer Bridge Programs, Student Orientations, as well as advisory programs are in place to support students throughout the year. Additionally, CTAE classes have guest speakers and career fairs to give students experiences with post-secondary institutions.

4.g - 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.

[Sec. 1114(b)(7)(III)]

The school, as well as the system utilizes ABE (Alternative Behavior Education) Plan to lessen missed instructional time and reinforce preferred behavior. This method is utilized over all subgroups to ensure equitable treatment and consistency. The ABE program is designed to keep students in class and reduce lost instructional time by using positive incentives and rewards. When behavior modification is needed, it is provided after school or during lunch to maximize instructional time.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

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