

**Americus Sumter High School
School Improvement Plan
2017-2018**



SCHOOL IMPROVEMENT PLAN

This report template was designed by the Georgia Department of Education to assist districts 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 districts in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

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|---|-------------------|
| • 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 district 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

Georgia's Systems of Continuous Improvement

Effective Leadership: A major system of the complex district organization that sets the direction for the district, ensures that the district 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 district 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 district organization that develops a quality staff to reduce the variance of quality in instruction throughout the district. 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 district

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and 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 district organization that develops quality links between district professionals and the parents and community the district and its schools are 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 schools within the district, and feel welcomed, valued, and connected to each other, to school staff, and where applicable district staff, and to what students are learning and doing in the schools within the district
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and district 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, school staff, and as appropriate district 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 district 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 district 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 district 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 High School
<i>Team Lead</i>	Kimothy Hadley
<i>Position</i>	Principal
<i>Email</i>	khadley@sumterschools.org
<i>Phone</i>	229.931.8579
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	“Fund 400” - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal applications
X	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist districts and 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 district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 District 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 district 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

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2.2 OVERARCHING NEED #1

Overarching Need	
Improve teachers and leaders effectiveness by providing on going professional learning to increase student achievement.	
Root Cause #1	Students are not prepared for high school instruction
Root Cause #2	Student reading abilities not on grade level
Root Cause #3	Students are moved on/promoted without the necessary skills
Root Cause #4	Ineffective tiered academic interventions
Root Cause #5	Lack of resources/ineffective use of resources
GOAL	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 3% in all academic content areas by the end of the 2017-2018 school year as measured by the Georgia Milestones and Pre/Post Assessment.

2.3 OVERARCHING NEED #2

Overarching Need	
Increase family and community engagement by having academic information provided during extracurricular activities to improve student achievement.	
Root Cause #1	Lack of Family and Community Engagement at quarterly events
Root Cause #2	Staff not actively building relationships with families
Root Cause #3	School has not allocated the necessary resources during extracurricular activities to attract and build bonding relationships.
Root Cause #4	
Root Cause #5	
GOAL	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 3% in all academic content areas by the end of the 2017-2018 school year as measured by the Georgia Milestones and Pre/Post Assessment.

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic content areas by the end of the 2017-2018 school year as measured by the Georgia Milestones and Pre/Post Assessment.
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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. Implement standards-based classroom using student exemplars.	State Local	a. August 2017 – May 2018	Administrators
		b. Focus Walks	
		b. CPI Report	
2. Class Size Reduction 10-12 (Teachers and/or Paraprofessionals).	State Local Title I	a. September 2017	Title I Director/Principal
		b. Class size reduction worksheets and schedules	
3. Implement Literacy and Numeracy curriculum units and locally developed 10-12 units, common formative assessment, and lessons with content experts.	State Local Title I Title II	a. July 2017 - May 2018	Administrators
		b. Focus Walk, Unit/Lesson Plans	
4. Purchase literacy supplemental reading materials (i.e, books, novels, newsletters) to support the development classroom libraries and media center resources	Local Title I	a. July 2017 – October 2017	Principal
		b. Purchase orders, invoices, inventory reports	
6. Implement 10-12 locally developed core math curriculum units with content experts.	State Local Title I Title II	a. July 2017 - May 2018	Administrator
		b. Focus Walk, Unit/Lesson Plans	
7. Train teachers and leaders on curriculum and assessment development and alignment to the use of effective instructional strategies.	State Title I	a. Quarterly (2017-2018)	Assistant Principal of Assessment
		b. Assessment schedules and Reports	

8. Acquire a Science content expert to facilitate the development and implementation of the curriculum for GSE Standards with teachers.	State Local Title I Title II	a. September 2017-September 2018	Principal
		b. Sign-ins, agendas, evaluation forms	
9. Acquire a Social Studies content expert to facilitate the development and implementation of the curriculum for GSE Standards with teachers.	State Local Title I Title II	a. September 2017-September 2018	Principal
		b. Sign-ins, agendas, evaluation forms	
10. Conduct collaborative planning, vertically and horizontally in all core content areas with academic coaches and core content experts.	Title I Title II	a. Monthly (2017-2018)	Assistant Principal
		b. agendas, sign-in sheets, evaluation forms	
11. Utilize the school's assessment and data management system (Unify-Performance Matters), for district wide analysis of student's mastery on grade level concepts using a variety of assessments.	State Local	a. Monthly (August 2017 - May 2018)	Assistant Principal of assessment
		b. Performance Matters Reports	
12. 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.	Title I	a. Monthly (August 2017 - September 2018)	Intervention Services Coordinator
		b. STAR Reading and Math Reports	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
1. Covered in Action Steps, Plan and provide time for targeted interventions are built into schedule to improve student achievement		1. Family Coordinator/Social Worker	
English Learners		Migrant	

<ol style="list-style-type: none"> 1. ELL service is built into the schedule. School Principal ensures ELL teacher has collaborative planning time with general ed. teachers is built into the schedule. 2. Plan and provide targeted interventions to improve student achievement. 3. Addressed in action indicators above to support student achievement of at-risk students. 4. ESOL Teachers Vertical Alignment Team 	<ol style="list-style-type: none"> 1. Support personnel for each school monitor plans for students and provide instructional support. Ensure intervention services are provided for migrant students. 2. ESOL teacher support - identifying for ESOL support 3. SSP's for Migrant, Migrant Teacher Vertical Alignment Team
Race/Ethnicity/Minority	Students with Disabilities
<ol style="list-style-type: none"> 1. PD around cultural diversity & sensitivity. 	<ol style="list-style-type: none"> 1. Implement effective co-teaching models in specified grade levels and subjects. District coordinator collaborates with school level personnel to monitor instructional plans for students. They also provide PL for SPED personnel. Ensure student schedules and services are provided based on IEP goals and collaborates with school leaders to ensure effective implementation. 2. Title I - training on RTI systems

EFFECTIVE LEADERSHIP

GOAL	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic content areas by the end of the 2017-2018 school year as measured by the Georgia Milestones and Pre/Post Assessment.
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Structure(s)	EL-1, EL-3
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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. Implement a school-wide LKES/TKES implementation cycle	State Local	a. August 2017 through June 2018	Administrators
		b. TKES and LKES Reports	
2. Provide professional learning on TKES/LKES, include calibration through Inter-rater Reliability training.	State Local	a. September 2017 - November 2017	Administrators
		b. Agendas, Sign-in Sheets, TKES and LKES Reports	
3. Provide induction/mentoring program for new teachers.	State Local Title II	a. Preplanning& monthly (July 2017-April 2018)	Administrator of Professional Learning
		b. Sign-ins, agendas, evaluations	
4. Conduct informal observations to collect data on implementation of school initiatives, actions, strategies, and interventions.	N/A	a. September 2017 - April 2018	Administrators
		b. Walkthrough schedules, reports	
5. Conduct school Leadership Team collaborative to develop, implement and monitor all initiatives and school improvement planning while participating in a professional learning community.	State Local	a. July 2017 through June 2018 (quarterly)	Administrators
		b. Sign-ins, agendas	
6. Participate in Curriculum/Assessment/Instruction-CAI-Principal) Collaborative Team, Assistant Principal Collaborative team, and Content	N/A	a. August 2017 through May 2018 (monthly)	Administrators
		b. Sign-ins, agendas, evaluation forms	

Collaborative Planning meetings to implement the Georgia School Performance Standards and all district initiatives regarding curriculum, assessments, instruction, and school improvement.			
7. Participate in District Principal Support meetings to support principals with School Improvement Planning to include, but not limited to budgets, personnel, programs, and interventions.	N/A	a. August 2017 and January 2018 b. Sign-ins, agendas, minutes	Principal
8. Utilize the district's professional learning platform (Edivate) for teacher professional learning to monitor and cross reference professional learning with student achievement outcomes.	Title II	a. Monthly (September 2017 – May 2018) b. Edivate Reports, student assessments	Administrator of Professional Learning

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

Economically Disadvantaged	Foster and Homeless
Support students by using effective co-teaching and differentiated models along with the use of technology to improve at-risk student achievement as shown in Lesson Plans. Support students by using effective co-teaching and differentiation models along with the use of technology and software to improve at-risk student achievement.	Provide training on McKinney Vento with leaders and teachers.
English Learners	Migrant
Use of instructional strategies to support WIDA Standards in all areas.	Scheduling to address gaps for instructional needs due to mobility. Scheduling will address the gaps in instructions that address instructional gaps. Scheduling to address gaps for instructional gaps results for mobility.
Race/Ethnicity/Minority	Students with Disabilities
Professional Development for teachers and leader on cultural diversity & sensitivity.	Scheduling created to address the gaps in instructions, time class is offered, and teacher pedagogy.

PROFESSIONAL CAPACITY

GOAL	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic content areas by the end of the 2017-2018 school year as measured by the Georgia Milestones and Pre/Post Assessment.		
Structure(s)	PC-2, PC-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. Provide professional learning to leaders and teachers on the implementation of Grades 10-12 Comprehensive System Assessment	State Local Title I Title II	a. September 2017 - September 2018	Administrator of Professional Learning
		b. Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations	
2. Provide professional learning to leaders and teachers on the implementation of Grades 10-12 Literacy Mypath Intervention program.	State Local Title I Title II	a. July 2017 - September 2018	Administrator of Professional Learning
		b. Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations	
3. Provide professional learning to leaders and teachers on the implementation of Mathematics intervention program.	Title II	a. August 2017- May 2018	Administrator of Professional Learning
		b. Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations	
4. Provide professional learning to leaders and teachers on the development and implementation of a comprehensive (diagnostic, benchmark, common formative, formative and summative) assessment system.	State Local Title I Title II	a. July 2017 - September 2018	Administrator of Assessment
		b. Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations	

5. Provide professional learning to leaders and teachers on implementing appropriate Co-teaching models.	IDEA SPED	a. August 2017 - June 2018	Special Education Accountability Specialist
		b. Sign-in, agendas, evaluation forms, classroom observations	
6. 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.	State Local Title I Title II	a. August 2017 - June 2018	Administrator of Professional Learning
		b. Sign-in, agendas, evaluations	
7. Academic Coaches will model effective instructional strategies for teachers.	N/A	a. Weekly (August 2017 – May 2018)	Principal
		b. schedule, observations, lesson plans, CAI collaborative agendas	
8. Provide professional learning to leaders and teachers on the use of Edivate (district web-based professional learning platform).	Title II	a. Monthly (September 2017 – December 2017)	Administrator of Professional Learning
		b. Sign-ins, agendas	
9. Provide professional learning to teachers on the use of GOIEP and RTI process.	State Local IDEA	a. August 2017 - June 2018	Special Education Accountability Specialist
		b. Sign-in, agendas, evaluations	
10. Provide professional learning to new teachers on district/school programs, processes and procedures through the New Teacher Orientation and New Teacher Academy.	State Local Title II	a. Monthly - July 2017 - April 2018	Director of Professional Learning
		b. Sign-in, agendas, evaluation forms	
11. Provide professional learning to school administrators on how to use Infinite Campus (Student Information System) to track student attendance.	N/A	a. September 2017	Principal
		b. Sign-ins, agendas, evaluation forms	
12. Provide professional learning on Alternative Behavior Educator (ABE) system.	State Local IDEA/ SPED Title II Title IVa	a. July 2017	Administrator of ABE
		b. Sign-ins, agendas	
13. Provide professional learning on Multi-tiered Support Systems (MTSS) and Response to Intervention (RTI).	IDEA	a. Monthly - July 2017 - April 2018	Intervention Services Coordinator/Couns
		b. Sign-ins, agendas, evaluation forms	

			elors
14. Provide professional learning on using Renaissance Learning Programs (STAR Reading/Math, Accelerated Reader/Math, & English/Math in a Flash)	State Local Title I	a. October 2017 – September 2018	Administrator of Professional Learning
		b. Sign-ins, agendas, evaluation forms	
15. Provide PD training on using LivingTree (a communication platform that allows one and two-way communication with parents) and Parents as Partners	Grant (\$10,000)	a. July 2017- December 2017	Family and Community Engagement Coordinator/Social Worker
		b. Sign-ins, agendas and evaluation forms	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Implement standards based classrooms school-wide, driven by organizing frameworks, data, flexible grouping, embedded technology, and software. Addressed in action steps (participation with general ed teachers).		School faculty and staff receive professional development designed to identify signs of housing instability and to support the needs of homeless students and students in foster care. This includes familiarity with the McKinney-Vento Act and other federal, state and local sources of supports for foster care students and homeless students and families.	
English Learners		Migrant	
Schedule ELL Teachers to attend all PL events in all core areas		The district's migrant staff collaborates with the school to support student achievement.	
Race/Ethnicity/Minority		Students with Disabilities	
Professional learning to leaders, teachers, and staff on understanding students of various demographics/ethnicity.		District Coordinator will schedule school level SPED personnel to participate in professional learning.	

SUPPORTIVE LEARNING ENVIRONMENT

Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic content areas by the end of the 2017-2018 school year as measured by the Georgia Milestones and Pre/Post Assessment.

SLE-1, SLE-2

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 Attendance Support Team (AST) Meetings and student Attendance Recovery to implement the district attendance protocol.	State Local Title I	a. August 2017 – May 2018	Family and Community Engagement Coordinator/Attendance Administrator
		b. Attendance Protocol meeting (sign-in & agenda), attendance support team meeting (Sign-in, minutes, agendas)	
2. Utilize the Infinite Campus (Student Information System) to track student attendance.	N/A	a. September 2017	Attendance Administrator
		b. Sign-ins, agendas, evaluation forms	
3. Implement the Alternative Behavior Educator (ABE) system to reduce the in-out of school suspensions and disproportionate disciplinary practices.	State Local SPED/ IDEA Title II Title IVa	a. July 2017	ABE Administrator
		b. Sign-ins, agendas	

4. Utilize contracted services of external provider (Ombudsman Educational Services) to facilitate an alternative center for high school students.	State Local	a. August 2017- May 2018 b. Contract, student rosters, reports	Superintendent/ Principal
5. Implement the Multi-tiered Support Systems (MTSS).	IDEA	a. August 2017 – May 2018 b. RTI folders, sign-ins, agendas, meeting content material	Special Education Accountability Specialist/SSIP Coach
6. Implement established structures for collaboration with Intervention Specialist to address student attendance, discipline and Response to Intervention.	Local IDEA	a. August 2017 – May 2018 b. RTI folders, sign-ins, agendas, meeting content material	Counselors
8. Implement multi-tiered interventions (including MyPath)	State Local Title I	a. Monthly (August 2017 – May 2018) b. RTI folders, MTSS rosters, MyPath reports	Intervention Services Coordinator
9. Implement Renaissance Learning Programs (STAR Reading/Math, Accelerated Reader/Math, & English/Math in a Flash).	State Local Title I	a. October 2017 – September 2018 b. Student rosters, program reports	Title I Director
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide intervention safety nets and frequent progress monitoring of targeted students.		Counselors and Parent Involvement Coordinator	
English Learners		Migrant	
ESOL Teachers VAT		SSP's for Migrant, Migrant Teacher VAT	

Race/Ethnicity/Minority	Students with Disabilities
Provide safety nets for all students with frequent progress monitoring	SSIP Plan

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4% in all academic content areas by the end of the 2017-2018 school year as measured by the Georgia Milestones and Pre/Post Assessment.		
Structure(s)	FCE-2, FCE-3, FCE-4, & FCE-5, 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. School Parent Involvement Liaison support the school with family, parent, guardian engagement to support student achievement.	Title I	a. July 2017 - September 2018 b. split time log, parent engagement logs (district and school)	Family and Community Engagement Coordinator/ Counselor
2. School leaders will participate and collaborate with Family Connection to implement Early Literacy Logic Model.	Local Grant Title I	a. August 2017 - May 2018 b. Sign-ins, minutes, agendas	Principal
3. Utilize LivingTree (a communication platform that allows one and two-way communication with parents) and Parents as Partners.	LivingTree Grant (\$10,000)	a. July 2017- June 2018 b. Platform reports, emails	Family and Community Engagement Coordinator/Principal
4. Conduct Annual Title I Input Meeting and Annual Title I meetings.	Title I	a. May 2017 - October 2017	Principal

		b. Sign-ins, minutes, agendas	
5. Provide professional learning to leaders, faculty and staff on the value and contribution of parents.	Title I	a. October 2017	Family and Community Engagement Coordinator/Principal
		b. Handouts, sign-ins, agendas, evaluation forms	
6. Provide professional learning to faculty and staff on cultural diversity.	Title I Title III Title IV	a. October 2017	Family and Community Engagement Coordinator/Principal
		b. Handouts, sign-ins, agendas, evaluation forms	
7. Provide professional learning to faculty and staff on building relationships with families.	Title I Title III Title IV	a. November 2017	Family and Community Engagement Coordinator/Principal
		b. Handouts, sign-ins, agendas, evaluation forms	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Addressed identified parenting needs through workshops, conferences, and other parent involvement opportunities.		Provide additional invitations to meetings other than required	
English Learners		Migrant	
Provide interpreters for meeting and provide translations for all written material.		Provide interpreters for meeting and provide translations for all written material.	
Race/Ethnicity/Minority		Students with Disabilities	
Diversity Training for school leaders to re-deliver		Provide additional invitations to meetings other than required.	



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 sought advice from stakeholders by sharing the data available to get feedback and input. **Need additional information.**

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 will receive equal time to have interventions provided 30 minutes per day each week. **Response does not address the question.**

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)]

Students receive additional support in reading and math. Teachers are trained by content experts teach intervention strategies to students struggling in reading and math.

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)]

Contact G. Brazier

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)]

Contact S. Favors

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)]

Need a response.

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 will utilize Alternative Behavior Education to reduce the number of students receiving In-School Suspension and Out of School Suspension.

ADDITIONAL RESPONSES

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

Revised 9-1-17