

**School Improvement Plan
2017-2018**



Sumter County Elementary School

Sumter County Schools

“Educating Georgia’s Future.”

205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334 (404) 657-4209
www.gadoe.org askdoe@gadoe.org

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>	Sumter County Elementary School
<i>Team Lead</i>	Sharon Tullis
<i>Position</i>	Principal
<i>Email</i>	stullis@sumterschools.org
<i>Phone</i>	(229) 924-7835
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 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)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 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

2. School Improvement Goals

2.2 OVERARCHING NEED #1

Overarching Need	
Improve student achievement in reading and math.	
Root Cause #1	There is a disconnect in the instruction provided and the progress of students.
Root Cause #2	Many students are not performing on grade level.
Root Cause #3	The various levels and number of students within the classroom compared to the teacher-student ratio impacts the ability to provide adequate needs-based instruction.
Root Cause #4	More personnel is needed to implement the class size reduction model.
Root Cause #5	The standards-based curriculum was not implemented with fidelity.
GOAL	Increase the percentage of students scoring at the Developing Learner Level and above by 4% in reading and math by the end of the 2017-2018 school year as measured by the Georgia Milestones Assessment for 3 rd grade and STAR for 2 nd grade.

2. School Improvement Goals

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Increase the percentage of students scoring at the Developing Learner Level and above by 4% in reading and math by the end of the 2017-2018 school year as measured by the Georgia Milestones Assessment for 3 rd grade and STAR for 2 nd grade.	
Structure(s)	CIS-1, 2, 3, 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. Class size reduction model	State, Local, Title I	a. September 2017 b. Class size reduction worksheets/schedules	Title I Director
2. Implement standards-based education model in classrooms with exemplars	State Local	a. July 31, 2107-May 18, 2018 b. Focus Walks, Walkthroughs, Formatives	Principal
3. Implement Benchmark Literacy with assistance of content expert	State, Local, Title I, Title II	a. July 2017-May 2018 b. Focus Walks; Lesson Plans	Academic Coach
4. Implement locally developed core math curriculum units with content expert	State, Local, Title I, Title II	a. July 2017-May 2018 b. Focus Walks; Units/Lesson Plans	Academic Coach
5. Implement Leveled Literacy Intervention supplemental reading materials to assist with needs-based instruction	Local, Title I	a. July 2017-October 2017 b. Focus Walks, Lesson Plans	Academic Coach
6. Collaborative planning for reading and math teachers with academic coaches' assistance	Title I	a. July 2017-May 2018 b. Agendas, Minutes, Sign-In Sheets	Principal

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Covered in Action Steps--Plan and provide time for targeted interventions are built into schedule to improve student achievement.	
English Learners	Migrant
Services are built into the daily schedule. EL teachers collaboratively plan with teachers to provide targeted instruction.	Services are provided by SSP to assist students with additional intervention and support.

Race/Ethnicity/Minority	Students with Disabilities
	Implement effective co-teaching models. Implement instruction based on IEP objectives/goals.

EFFECTIVE LEADERSHIP

GOAL	Increase the percentage of students scoring at the Developing Learner Level and above by 4% in reading and math by the end of the 2017-2018 school year as measured by the Georgia Milestones Assessment for 3 rd grade and STAR for 2 nd grade.			
Structure(s)	EL-1, EL-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. Complete TKES and LKES re-certification process	State Local	a. August 2017		Principal
2. Develop/Implement TKES Observation Schedule	Local	b. TKES/LKES Report		
3. Conduct Bi-Weekly Leadership Team Meetings	State, Local, Title I	a. August 2017-May 2018		Principal
		b. Schedule, TKES Reports		
4. Administrators Attend/Participate in Weekly Grade-Level Content Collaborative Planning Meetings	State Local	a. August 2017-May 2018		Principal
		b. Agendas, Minutes, Sign-In Sheets		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Services built into lesson plans. Ensure teachers are differentiating instruction as needed.				
English Learners		Migrant		
Ensure EL teachers are collaboratively planning. Plan and provide targeted interventions to improve student achievement.				
Services are provided by SSP to support students in experiencing success with specific interventions.				

Race/Ethnicity/Minority	Students with Disabilities
	Ensure effective co-teaching models are implemented. Monitor implementation of teaching strategies to ensure students' IEP objectives are being addressed.

PROFESSIONAL CAPACITY

GOAL Increase the percentage of students scoring at the Developing Learner Level and above by 4% in reading and math by the end of the 2017-2018 school year as measured by the Georgia Milestones Assessment for 3rd grade and STAR for 2nd grade.

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 teachers on the implementation of Benchmark Literacy with content experts	State, Local, Title I, Title II	a. August 2017-August 2018	Agendas, Sign-In Sheets, Evaluations, Reports, Observations	Academic Coach
2. Provide professional learning to teachers on the implementation of Leveled Literacy Intervention	State, Local, Title I, Title II	a. July 2017-September 2018	Agendas, Sign-In Sheets, Evaluations, Reports, Observations	Academic Coach
3. Provide professional learning to teachers working with the content expert on creating math units	Title II	a. August 2017-May 2018	Agendas, Sign-In Sheets, Evaluations, Reports, Observations	Academic Coach
4. Provide professional learning to teachers on implementing effective co-teaching models and RTI	SpED, IDEA	a. August 2017-May 2018	Agendas, Sign-In Sheets, Evaluations, Reports, Observations	SpED Director
5. Provide professional learning on the ABE (Alternative Behavior Educator) System	State, Local, IDEA, Title II, Title IVa	a. July 2017	Agenda, Sign-In Sheet, Reports	Assistant Principal
6. Provide professional learning on integrating technology into instruction	Title II, State, Local	a. July 2017-June 2018	Agendas, Sign-In Sheets, Evaluations,	Technology Director

7. Provide TKES and LKES Orientation	N/A	Observations a. August 2017 b. Agenda, Sign-In Sheet, TKES & LKES Reports	Principal
8. Utilize Capitol Impact online professional and personal leave management system	Local State	a. August 2017-May 2018 b. Professional and Personal Leave Reports	Principal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged			
Foster and Homeless			
English Learners			
Communicate with EL teachers and Title II Director to ensure their PL needs are being addressed/met.		Communicate with Title II Director to ensure that SSP's PL needs are being addressed/met.	Migrant
Race/Ethnicity/Minority			
		Communicate with SpED teachers and the director to ensure their PL needs are being addressed/met.	Students with Disabilities

FAMILY and COMMUNITY ENGAGEMENT

GOAL	Increase the percentage of students scoring at the Developing Learner Level and above by 4% in reading and math by the end of the 2017-2018 school year as measured by the Georgia Milestones Assessment for 3 rd grade and STAR for 2 nd grade.		
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	Position/Role
		a. Timeline for Implementation	

	Source(s)	b. Method for Monitoring	Responsible
1. Promote family engagement through monthly activities	Local Title I	a. July 2017-June 2018 b. Agendas & Sign-In Sheets,	Counselor
2. School leaders will participate and collaborate with Sumter Family Connection to implement Early Literacy Model	Local Title I	a. August 2017-May 2018 b. Agendas, Minutes, Sign-In Sheets	Principal
3. Utilize two-way communication with families through Living Tree platform	Living Tree Grant	a. July 2017-May 2018 b. Communication/Parent Contact Logs & Platform Reports	Teachers
4. Conduct Annual Title I Parent Input & Annual Title I Meetings	Title I	a. May 2017-October 2017 b. Agendas, Minutes, Sign-In Sheets	Principal
5. Implement Family Engagement workshops to support learning at home and strengthen the home-school connection	Title I	a. August 2017-May 2018 b. Agendas, Minutes, Sign-In Sheets	Counselor
6. Provide Parent Involvement Professional Learning through attendance at Georgia's Family Engagement Conference in Macon, GA	Title I	a. February 2-3, 2018 b. Agendas, Professional Leave Requests, Travel Expense	Counselor
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
		Foster and Homeless	
	Address identified parenting needs through workshops, conferences, and other parent involvement opportunities.		
		Migrant	
	Provide interpreters for meeting and provide translations for all written material.	Provide interpreters for meeting and provide translations for all written material.	
		Students with Disabilities	
		Provide additional invitations to meetings other than required.	

--	--

SUPPORTIVE LEARNING ENVIRONMENT

GOAL	Increase the percentage of students scoring at the Developing Learner Level and above by 4% in reading and math by the end of the 2017-2018 school year as measured by the Georgia Milestones Assessment for 3 rd grade and STAR for 2 nd grade.		
Structure(s)	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)	Timeline for Implementation		Position/Role Responsible
		a.	b.	
1. Implement multi-tiered interventions such as Leveled Literacy Intervention, Accelerated Math, and i-Ready	State Local Title I SpEd	a.	August 2017-May 2018	Academic Coaches
		b.	RTI Folders, LLI Reports, i-Ready Reports, Accelerated Math Reports	
2. Implement Renaissance Learning Programs such as STAR Reading & Math, Accelerated Reader & Math, and English in A Flash	State Local Title I	a.	August 2017-May 2018	Academic Coaches
		b.	Program Reports & Student Rosters	
3. Implement the Alternative Behavior Educator (ABE) System to reduce in-and-out of school suspensions and disproportionate disciplinary practices	State, Local, IDEA, Title II, Title IVa	a.	July 2017-May 2018	Principal
		b.	Program Reports	
4. Utilize Academic Coaches, Intervention teachers, and paraprofessionals to provide additional support in reading and math	Title I	a.	July 2017-May 2018	Principal
		b.	Schedules and Lesson Plans	
5. Utilize Infinite Campus to track student attendance	Local	a.	July 2017-May 2018	Principal
		b.	Attendance Reports	

6. Implement <i>Mentoring Novice Teachers</i> Program to support new/novice teachers	N/A	<p>a. July 2017-May 2018</p> <p>b. Meeting Logs, Observation Sheets, Minutes</p>	Principal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged			
Foster and Homeless			
English Learners			
Communicate with EL teachers to ensure students' needs are being addressed/met.		Communicate with SSP to ensure students' needs are being addressed/met.	
Race/Ethnicity/Minority			
		Ensure effective co-teaching models are implemented. Monitor implementation of teaching strategies to ensure students' IEP objectives are being addressed.	

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)]

Surveys were sent out to stakeholders to receive their input. Flyers were sent home to advertise and invite parents to meetings. Meetings were held where data was looked at and discussed by the different teams. Combined efforts provided reinforcement of our need to increase student achievement in reading and math.

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)]

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. All teachers and paraprofessionals are 100% highly qualified. In an effort to increase student achievement and improve teacher effectiveness, Academic Coaches are utilized. The coaches work with at-risk teachers to model lessons and effective instructional practices, provide professional learning, complete Focus Walks to observe teachers and provide feedback, and supply additional resources to improve instruction. Federal guidelines are also studied to comply with class-size regulations for specific subgroups of students.

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)]

We implement the Schoolwide Title I program where teachers use effective scientifically research-based best practices to deliver instruction aimed at improving reading and math. A comprehensive needs assessment is used to pinpoint major areas of concern and to plan action steps to best meet the needs of all students.

Strategies used include the following: providing additional small group instruction for both reading and math for students who are not on grade level using programs such as Leveled Literacy Instruction and Accelerated Math; utilizing technology-based programs to focus on and provide personalized learning such as i-Ready, Reading Eggs, and Math Seeds; utilizing teachers and paraprofessionals to provide intervention; and implementing Saturday School and Summer School for students still not showing adequate progress during regular school hours.

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, academicbased 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)]

Not applicable—Schoolwide Title I School

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)]

Not applicable—serve grades 2 and 3

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)]

Not applicable—serve grades 2 and 3.

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)]

Schoolwide, we will implement the ABE (Alternative Behavior Educator) Systems to reduce the overuse of discipline practices that remove students from the classroom. ABE provides students of all ages with interactive software that emphasizes the importance of responsible behavior. ABE collects schoolwide data for vertical reporting. Automated graphs provide detailed data revealing problematic areas and areas of improvement.

ADDITIONAL RESPONSES

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