



School Improvement Plan 2025 - 2026



Sumter County
Sumter County Intermediate School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Sumter County
School Name	Sumter County Intermediate School
Team Lead	Dr. Mohan Gugulothu
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☐	Free/Reduced meal application
☒	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Strengthen Tier I Instruction to Improve Student Achievement in grades 4-6
Root Cause # 1	Inconsistent use of data-driven decision-making processes for monitoring teaching effectiveness, student progress, and overall learning outcomes.
Root Cause # 2	Lack of fidelity in the execution of effective instructional strategies, differentiated instruction, and formative assessments.
Root Cause # 3	Inconsistent implementation of high-quality Tier 1 instruction.
Goal	By the end of the 2025-2026 school year, increase the percentage of students scoring at the Developing Learner Level and above in all core content areas by 10% in all content areas as measured by the Georgia Milestones Assessments.

Action Step # 1

Action Step	Utilize Class Size Reduction 4-6 (Teachers and/or Paraprofessionals).
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Class Schedules
Method for Monitoring Effectiveness	Local benchmark assessments results, Universal screener, Georgia Milestones Assessments

Action Step # 1

Position/Role Responsible	Administrators (Principal and Assistant Principals)
Timeline for Implementation	Yearly

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

Action Step	Implement and monitor a 4-6 Literacy plan to include: 1. Implement a core literacy program for 4-6 grades (Bookworms and Ready Georgia Reading). 2. Provide professional learning opportunities for integrating literacy across the curriculum in grades 4-6. 3. Implement and monitor evidence -based practices and strategies for integrating literacy across the curriculum 4-6. 4. Determine average Lexile levels 4-6, set grade level Lexile goals. Track and monitor progress. 5. Maintain and expand LETRS Cohorts and participate in other professional learning related to the Science of Reading. 6. Work to improve student's phonemic awareness, phonics, fluency, vocabulary acquisitions, and comprehension. 7. Utilize Renaissance Learning Programs to support literacy across the curriculum. 8. Implement school-wide reading strategies across all content and elective classes. 9. Utilize Instructional Software for grades 4-6 to support core content instruction across all core content classes (i.e. IReady, Unique Learning, Vizzle and Edmentum etc.) .
Funding Sources	Title I, Part C Title II, Part A Title III, Part A Title V, Part B IDEA Perkins Title III Part A EL

Action Step # 2

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teacher effectiveness as measured by TKES, observational data, academic coaches notes and feedback, playlist lesson plan reviews, and focus walks.
Method for Monitoring Effectiveness	Local benchmark assessments results, Universal screener, Georgia Milestones Assessments
Position/Role Responsible	Academic Coaches
Timeline for Implementation	Quarterly

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

Action Step	Implement and monitor a 4-6 Numeracy plan to include: 1. Provide professional learning opportunities related to numeracy foundational skills and math standards are available for all educators grades 4-6. 2. Align Core Math Curriculum to the Georgia K-12 math standards using Inspire and Suitcase. 3. Use disaggregated GMAS Math results, STAR math results and data from supplemental programs (by domain) to create and monitor school goals. 4. Participate in professional learning provided by Curriculum Associates and others to stay abreast of new tools and research based practices and alignment of Ready Math and new math standards in grades 4-6. 5. Provide professional learning opportunities for integrating Numeracy and
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Action Step # 3

Action Step	manipulatives across the curriculum in grades 4-6. 6. Implement and monitor evidence-based practices and strategies for integrating Numeracy across the curriculum 4-6. 7. Utilize Renaissance Learning Programs (Freckle) to support numeracy across the curriculum. 8. Implement school-wide strategies across all core content and elective classes. 9. Utilize Instructional Software for grades 4-6 to support core content instruction across all core content classes (i.e. IReady and Reflex).
Funding Sources	Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Playlists/ Lesson plans review, Observations, Focus walks
Method for Monitoring Effectiveness	Unit tests, common formative assessments, benchmark assessment results. observation data
Position/Role Responsible	Academic Coaches
Timeline for Implementation	Quarterly

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

Action Step	Implement structured, data-driven PLCs to focus on unpacking standards, lesson planning, and student work analysis.
Funding Sources	Title I, Part C Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Curriculum samples, Sign in and Agendas.
Method for Monitoring Effectiveness	Feedback forms and surveys.
Position/Role Responsible	Administrators (Principal and Assistant Principals) Academic Coaches Teachers
Timeline for Implementation	Yearly

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

Action Step	Plan and deliver high quality, engaging instruction for all students: 1. Provide students with performance feedback on clear learning targets and success criteria. 2. Empower students to actively monitor their own progress. 3. Use walkthroughs and peer observations with "look-fors" aligned to standards and rigor to ensure consistent instructional delivery.
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Action Step # 5

Action Step	4. Monitor Tier I instruction fidelity using administrative and coaching teams with feedback cycles.
Funding Sources	Title I, Part C Title V, Part B
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Formal and Informal Observation Reports
Method for Monitoring Effectiveness	Unit assessments, Local benchmark assessments, Georgia Milestones Assessments
Position/Role Responsible	Administrators (Principal and Assistant Principals) Academic Coaches VAT Team
Timeline for Implementation	Quarterly

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

Action Step	Create and implement a school level Comprehensive Assessment System that monitor progress toward mastery of standards which includes all content areas.
Funding Sources	Title I, Part C Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity

Action Step # 6

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations, Collaborative Planning Minutes
Method for Monitoring Effectiveness	Unit assessments, Local benchmark assessments, Georgia Milestones Assessments
Position/Role Responsible	Administrators and Academic Coaches
Timeline for Implementation	Monthly

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

Action Step	Utilize Academic Coaches to provide targeted professional development on differentiation, scaffolding, and evidence-based Tier I instructional strategies. Utilize Intervention/Remediation teachers, and paraprofessionals to provide additional support in classroom instruction.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in, Agenda, Professional Learning Schedules, Playlist, Informal Observation Reports and Coaching Cycles.
Method for Monitoring Effectiveness	Observation Data and Coaching Cycles.
Position/Role Responsible	Principal

Action Step # 7

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

Action Step	Provide WIN (Whatever I Need) program for After-School, Saturday School and/or Summer School Remediation to improve student achievement and close the learning gaps in reading and math.
Funding Sources	Title I, Part C Title III, Part A Title V, Part B Title III Part A EL
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, Lesson Plans, Observation data reports.
Method for Monitoring Effectiveness	Pre-Post assessment , Local benchmark assessments, Georgia Milestones Assessments
Position/Role Responsible	Administrators School level Program Coordinator
Timeline for Implementation	Quarterly

Action Step # 8

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

Action Step	Purchase supplementary instructional and computer/technology materials, which may or may not be expendable (Classroom Libraries (Books), Instructional Core Content Supplies, Interactive Panels, Chromebooks, iPads, Headphones, Poster paper, Laptops, Desktops, Printers, Toner, and class mouse/mice set) to support delivery of quality instruction, monitor student progress and incorporate use of instructional/remedial/supplementary technology to enhance achievement and mastery of state standards in all core content classrooms.
Funding Sources	Title I, Part C Title III, Part A Title V, Part B IDEA Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Benchmark assessment results, Universal screener, Georgia Milestones Assessments
Method for Monitoring Effectiveness	Benchmark assessment results, Universal screener, Georgia Milestones Assessments
Position/Role Responsible	Academic Coaches Principal
Timeline for Implementation	Yearly

Action Step # 9

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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Build Professional Capacity to Support a High-Quality Teaching and Learning Environment.
Root Cause # 1	Challenges adapting to new standards and evolving pedagogical practices to effectively implement teaching strategies.
Root Cause # 2	Teachers, leaders, and instructional staff need more differentiated training on how to create and maintain a challenging academic environment to meets the needs of all students.
Root Cause # 3	Inadequate Investment in job-embedded professional development provided.
Goal	By the end of the 2025-2026 school year, 100% of teachers, leaders, and instructional staff will participate in differentiated, job-embedded professional development sessions focused on new standards and evolving pedagogical practices, with at least 85% demonstrating improved implementation of these strategies through classroom observations and student achievement data.

Action Step # 1

Action Step	Continue to implement a school-wide TKES & Focus Walks implementation cycle. 1. Provide professional learning on TKES/LKES, include calibration through Inter-rater Reliability training. 2. Conduct focus walks/informal observations to collect data on implementation of school initiatives, actions, strategies, and interventions. 3. Create and Monitor a tool that lists what determines an effective teacher in the classrooms when teaching Literacy, Mathematics, Science, and Social Studies. 4. Implement a consistent performance monitoring system and ensure 100% of performance feedback is delivered within two weeks of observation.
Funding Sources	Title III, Part A Title V, Part B IDEA Perkins Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 1

Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Informal and Formal walkthrough reports and schedules (Participant Timeline).
Method for Monitoring Effectiveness	Unit assessments, Local benchmark assessments, Georgia Milestones Assessments
Position/Role Responsible	Principal Assistant Principal Academic Coaches
Timeline for Implementation	Quarterly

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

Action Step	Expand support for new teachers with mentorship, model classrooms, and regular coaching cycles. Also, expand support to veteran teacher who needs improvement. a) Schedule monthly, differentiated PD sessions aligned to SIP priorities (e.g., Bookworms, Ready Math, Science curriculum, differentiation). b) Utilize conference attendees to redeliver strategies in collaborative planning and leadership meetings. c) Incentivize teacher leadership roles (e.g., lead mentor, instructional leads) to build internal capacity.
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA Title III Part A EL
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 2

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign-ins, Agendas, Evaluations, Job embedded professional learning and Communicating PL Expectations.
Method for Monitoring Effectiveness	Focus Walk Data, Surveys and Professional Learning Evaluation Forms.
Position/Role Responsible	Principal Assistant Principals Academic Coaches
Timeline for Implementation	Quarterly

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

Action Step	Provide professional learning (including summer off-contract events) to teachers, instructional paraprofessionals, and academic coaches on district/school content-specific curriculum, comprehensive assessment systems, and instructional software programs.
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA Title III Part A EL
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 3

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-ins, Agendas, Evaluations, Job embedded professional learning and Communicating PL Expectations.
Method for Monitoring Effectiveness	Focus Walk Data, Surveys and Professional Learning Evaluation Forms.
Position/Role Responsible	Principal Assistant Principal Academic Coaches Teachers/ Teacher Leaders Paraprofessionals
Timeline for Implementation	Quarterly

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

Action Step	Curriculum Planning for teachers (including summer off-contract events) planning and updating/writing/revising content-specific curriculum
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Subgroups	Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Class schedules, Class size reduction worksheets. Platform reports and emails
Method for Monitoring Effectiveness	Unit assessments, Local benchmark assessments, Georgia Milestones Assessments
Position/Role Responsible	SCIS Faculty & Staff Parent Engagement Coordinator Principal Assistant Principal Academic Coaches
Timeline for Implementation	Yearly

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

Action Step	Conduct off contract data review meetings and Summer Leadership Team Meetings at the school to review and analyze content-specific data and curriculum and revise/update the Comprehensive Needs Assessment and School Improvement Plan .
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Subgroups	Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Minutes, Sign-In Sheets, handouts/ppts., Revised CNA/SIP
Method for Monitoring Effectiveness	Evaluations, surveys, formative and summative assessments, GMAS, TKES
Position/Role Responsible	Principal
Timeline for Implementation	Monthly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Address Learning and Achievement Gaps Through Improved MTSS and Intervention Systems
Root Cause # 1	Limited Professional Development on Multi-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies for students with various needs.
Root Cause # 2	Students inability to self-regulate, self-monitor, and use problem-solving and conflict resolution skills.
Root Cause # 3	Ineffective use of data driven interventions to meet the needs of diverse learners.
Goal	By June 2026, the school will implement a strengthened MTSS framework by providing targeted professional development to 100% of instructional staff, increasing the effective use of data-driven academic and behavioral interventions. As a result, at least 80% of identified students will demonstrate measurable growth in self-regulation skills and academic performance, as evidenced by progress monitoring and intervention data.

Action Step # 1

Action Step	Provide ongoing professional development on MTSS processes and effective use of universal screeners
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, Agendas, School Council, Morning show on YouTube and Morning Announcements, Surveys and Feedback, PBIS Fidelity Checks, Staff Meetings and Reports.
Method for Monitoring Effectiveness	Behavioral Data, SEL Survey Analysis and Feedback Collection.
Position/Role Responsible	PBIS Team and Administrators.
Timeline for Implementation	Quarterly

Action Step # 1

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

Action Step	Refine MTSS protocols with clearer documentation expectations and fidelity checks for interventions and progress monitoring.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in log, Agendas, Morning show on YouTube and Morning Announcements, Surveys and Feedback, Staff Meetings and Reports.
Method for Monitoring Effectiveness	SEL Survey Analysis and Feedback Collection from staff.
Position/Role Responsible	PBIS Team and Administrators.
Timeline for Implementation	Quarterly

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

Action Step	Host family nights focused on MTSS awareness and strategies for academic support at home.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Surveys and Feedback, Staff Meetings and Reports, Event Participation Tracking
Method for Monitoring Effectiveness	Behavioral Data, Survey Analysis, Tiered Fidelity Inventory (TFI) and Feedback.
Position/Role Responsible	PBIS Team and Administrators.
Timeline for Implementation	Quarterly

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

Action Step	1. Utilize structured recognition programs and events to celebrate successes and contributions across the school community. 2. Implement Restorative Practices (In School Intervention) and PBIS framework with fidelity. 3. Integrate Social and Emotional Learning (SEL) Circles into the daily routine to enhance students' emotional intelligence, social skills, and overall well-being.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, Agendas, Morning show on YouTube and Morning Announcements, Surveys and Feedback, Intervention Plans, Staff Meetings and Reports.
Method for Monitoring Effectiveness	Behavioral Data, Survey Analysis, Tiered Fidelity Inventory (TFI) and Feedback.
Position/Role Responsible	PBIS Team and Administrators.
Timeline for Implementation	Quarterly

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

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The school invited individuals which included various stakeholders (Teachers, Staff, School leaders, ESOL teacher, SPED teacher, EIP teacher, Parents, district personnel and Community partner) who provide feedback and input in developing the School Improvement Plan. Teams were formed to complete the Comprehensive Needs Assessment. These stakeholders and school personnel participated in discussions concerning the Georgia School Performance Standards, data and surveys as they pertain to the needs of students and staff of the school.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	The Sumter County Intermediate School is a Title I school, and students considered economically disadvantaged. Tier I instruction is provided for all students. The school makes every effort to hire fully certified staff, however, students that are scheduled in classes of teacher that hold alternative certificated are paired with teachers that hold certification in elementary and middle grades. Additionally, to ensure that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, Sumter County Intermediate School adheres to the following practices: 1. Provide instruction by professionally qualified teachers and paraprofessionals who meet the standards established by the state of Georgia. 2. Meet with the Superintendent, Associate Superintendent and the Human Resource Director to review the status of our teacher roster. 3. Federal guidelines are studied to comply with class-size regulations for specific subgroups of students. 4. Monitor and provide support for inexperienced teachers through mentoring programs and utilizing two Academic Coaches. 5. In an effort to increase student achievement and improve teacher effectiveness, two Academic Coaches are utilized. 6. The Academic Coaches work with novice teachers to model lessons and effective instructional practices, co-teach, provide professional learning, host/facilitate study groups, complete Focus Walks to observe practices, provide feedback, and supply additional resources to help with improving instruction. 7. Review the Mid-Year Personnel Analysis data generated by GaPSC before hiring and scheduling for the following school year.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	All core programs are evidenced based and listed on the approved Georgia State Resource List. Literacy and numeracy are identified needs for academically at-risk students who are served through evidenced based tier one instruction. Identified needs of the most academically at risk students are also addressed during the scheduled intervention time to address foundational skills and learning progressions for literacy and numeracy. The Title I instructional programs implemented are I-Ready, Ready Math, Edmentum, Study Island, Panther Intervention Time, Renaissance Learning Programs, Whatever I Need (WIN) that includes after school and Saturday school tutoring, Science of Reading, Ready Reading and Bookworms. These programs are designed to identify and address the individual needs of at-risk students in the core content areas. These programs also monitor student progress and differentiate lessons based on student performance. Homeless, Foster, Migrant, ESOL, N & D students from any of these groups are identified and appropriate services will be provided.
4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	The Sumter County Intermediate School is not a Title I targeted assistance school.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not Applicable.
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Not Applicable.
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	To address the overuse of discipline practices that remove students from the classroom, Sumter County Intermediate will take several proactive measures. The school will mandate professional development for teachers on the Positive Behavior Intervention Supports (PBIS) framework and Restorative Practices to equip them with strategies for managing behavior effectively within the classroom. A school-wide Behavior Matrix, ROAR, will be implemented to ensure consistent documentation and promote communication between school and home. Additionally, the school will enhance student motivation and engagement through the Positive Behavior Rewards Program, which includes monthly incentives for academic performance, behavior, and attendance, as well as a caring adult program. To further support students, Sumter County Intermediate will establish mentoring groups such as CHARMS and CHAMPS for both girls and boys, providing additional guidance and support.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	N/A
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