



School Improvement Plan 2022 - 2023



Sumter County Sumter County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Sumter County
School Name	Sumter County Middle School
Team Lead	Calvin Poole
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Leader/Teacher Effectiveness to increase student achievement in grades 7-8 core content areas.
Root Cause # 1	Evaluations of leaders and teachers are unreliable and inconsistent.
Root Cause # 2	Leaders/teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
Goal	To improve leader/teacher effectiveness to increase student achievement in core academic areas (English Language Arts, Math, Science and Social Studies).

Action Step # 1

Action Step	Provide ongoing professional learning to implement standards-based classrooms using student exemplars school wide.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Focus Walks Unit/ Lesson Plans
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators Academic Coaches, ELA Teachers/Co-teachers
Timeline for Implementation	Weekly

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	Provide school-wide LKES/TKES familiarization and observation cycle.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Effective Leadership
Success Criteria for Implementation	TKES and LKES Reports
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators
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 # 3

Action Step # 3

Action Step	Conduct focus walks to measure effectiveness of school/district initiatives, actions, strategies, and interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Success Criteria for Implementation	b.Walkthrough schedules, report
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators, Academic Coaches
Timeline for Implementation	Weekly

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

Action Step	Conduct school Leadership Team meetings to develop, implement and monitor all district and school improvement planning while participating in a professional learning community.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Effective Leadership
Success Criteria for Implementation	Sign-ins, agendas
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators, Leadership Team Members
Timeline for Implementation	Others : Bi-Weekly

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

Action Step	Participate in District Support meetings, (Curriculum/Assessment/Instruction-CAI-Principal) Collaborative Team, Assistant Principal Collaborative team meeting, Principal and Assistant Principal Academies at Chattahoochee-Flint RESA to implement the Georgia School Performance Standards and all district initiatives regarding curriculum, assessments, instruction, and school improvement. -School Improvement planning -Budgets -Personnel, programs -Interventions
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Success Criteria for Implementation	Sign-ins, agendas, evaluation forms

Action Step # 5

Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators
Timeline for Implementation	Monthly

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

Action Step	Core Content academic coaches will provide job-embedded professional learning to teachers that focuses on hands-on, active learning for students that allows exploration of concepts, building vocabulary and transfer of knowledge to various formats, such as projects and performance tasks.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Success Criteria for Implementation	Sign-in, agendas, evaluations
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Academic Coaches
Timeline for Implementation	Weekly

Action Step # 6

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

Action Step	Provide professional learning to new teachers on district programs, processes and procedures through the New Teacher Orientation and New Teacher Academy.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Success Criteria for Implementation	Sign-in, agendas, evaluation forms
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Director of Professional Learning
Timeline for Implementation	Monthly

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

Action Step # 8

Action Step	Provide professional learning to teachers on the use of GOIEP and Multi-tiered Support System (MTSS) process.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Professional Capacity
Success Criteria for Implementation	Sign-in, agendas, evaluations
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Director of Special Education
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 # 9

Action Step	Academic Coaches will implement Student-Centered Coaching to assist teachers in setting and meeting specific targets for students achievement.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Success Criteria for Implementation	Sign-ins, agendas, lesson plans, classroom observations
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS

Action Step # 9

Position/Role Responsible	Academic Coaches
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provide professional learning on Positive Behavior Intervention and Support to reduce the In and Out of school suspensions and disproportionate disciplinary practices.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	N/A
Systems	Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Sign-ins, agendas
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Counselor, Administrators
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 # 11

Action Step	Provide professional learning for faculty and staff to build capacity through community collaboration and parent trainings to expand learning opportunities for students, empower families, and build community participation that leads to building relationships and parent contribution:(ie: welcoming all families, cultural diversity, and communication).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria for Implementation	b.Handouts, sign-ins, agendas
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Family and Community Engagement
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 # 12

Action Step	Implement established structures for collaboration with Intervention Specialist to address student attendance, discipline and Response to Intervention (RTI). Utilize Panorama to track student attendance, discipline, and RTI.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 12

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	RTI folders, sign-ins, agendas, meeting content material
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Intervention Services Coordinator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 13

Action Step	Implement Modern Teacher and Google Classroom to provide instruction for students and to move to student centered learning to better meet the individual needs of students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	Playlists, student grades
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

Action Step # 13

<p>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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve student achievement in grades 7-8 core content areas.
Root Cause # 1	Lack of human resources to address a reduction in class size and time to address prerequisite skills.
Root Cause # 2	The structured curriculum process and expectations were not implemented with fidelity across all content areas and grade levels..
Root Cause # 3	Lack of consistent implementation of quality Tier-1 instruction.
Root Cause # 4	Redesign instruction to address prerequisite skills of students.
Goal	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 10 percentage points in all core content areas by the end of the 2022-2023 school year as measured by the Georgia Milestones Assessment.

Action Step # 1

Action Step	1.Purchase and implement iReady Reading and Math program for Tier II and Tier III intervention.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Success Criteria for Implementation	b.iReady Reports
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Teachers/Remedial Class Teachers
Timeline for Implementation	Monthly

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	Implement multi-tiered support system (RTI/SST) for academic, behavior, & attendance.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	RTI/SST Folders (w/plans), sign-in sheets, agendas, meeting content material
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators MTSS Teams
Timeline for Implementation	Weekly

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

Action Step	PBIS to support on-going interventions in social-emotional education.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	PBIS Reports
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Weekly

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

Action Step	Purchase materials to use as resources during Extended Learning Time: Example: Chart Paper, Markers, Pens
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	student engagement, assessment data
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	teachers
Timeline for Implementation	Others : daily

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	Implement 7-8 Literacy Plan to include: <ol style="list-style-type: none"> 1. 7-8 Benchmark Literacy curriculum units and locally developed 7-8 literacy units with Literacy Content Expert 2. Reading and Writing Across the Curriculum 3. 7-8 Implementation of the Science of Reading 4. Utilize Renaissance Learning Programs to support numeracy and literacy across the curriculum. 5. Purchase literacy supplemental reading materials (i.e. books, novels, newsletters) to support the development of classroom libraries and media center resources.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 5

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Master Schedule
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators, Academic Coaches, Math Teachers, Math Co-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)?	STAR and iReady Reading
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Action Step # 6

Action Step	Implement 7-8 Numeracy Plan to include: 1. 7-8 Core Mathematics program, Ready Math 2. 7-8 locally developed core Math curriculum units with content experts 3. Reading and Writing Across the Curriculum 4. 7- 8 iReady Math Intervention
Funding Sources	Title I, Part A 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
Systems	Coherent Instruction

Action Step # 6

Success Criteria for Implementation	Focus Walks Unit/Lesson Plans
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators, Academic Coaches, Math Teachers, Math Co-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)?	STAR and iReady Math
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Action Step # 7

Action Step	Utilize the district’s student progress monitoring platform quarterly for progress checks to gauge students’ acquisition of literacy and mathematics concepts and skills.
Funding Sources	Title I, 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
Systems	Coherent Instruction
Success Criteria for Implementation	Progress Monitoring, Diagnostics, and Benchmarks
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators and teachers
Timeline for Implementation	Quarterly

Action Step # 7

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

Action Step	Utilize Class Size Reduction 7-8 (Teachers and/or Paraprofessionals).
Funding Sources	Title I, Part A Title I, Part C Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Smaller class size
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrators
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 # 9

Action Step	The implementation of Write Score
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria for Implementation	Write Score Report
Success Criteria for Impact on Student Achievement	10 percent increase on GMAS
Position/Role Responsible	Administrator, ELA Academic Coach, and ELA Teacher
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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