Comprehensive Needs Assessment
2024 - 2025 School Report

Sumter County
Sumter County High School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Marnie Dutcher
Team Member # 2	Assistant Principal	Martin Mitchell
Team Member # 3	Assistant Principal	Kenyatta Aldridge
Team Member # 4	Assistant Principal	Coleman Price
Team Member # 5	Counselors	Ayana Harvey, Markita Cooper, Lakeisha Jackson
Team Member # 6	Fine Arts, Health and Physical Education	Letitia Williams
Team Member # 7	English Department Chair	Andre Carter

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Sped Department Chair	Kimberly Davis and Kyna Tarrer
Team Member # 2	Math Department Chair	Grace Erra
Team Member # 3	Science Department Chair	Afrose Arshi
Team Member # 4	Social Studies Department Chair	Leslie Long
Team Member # 5	CTAE Department Chair	Alicia Green
Team Member # 6	Math Academic Coach	Phoenecia Cummings
Team Member # 7	Media Specialist	Sandra Cobb
Team Member # 8	ELA Academic Coach	Cynthia DeMott
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Resource Officers	Stephanie Floyd
Stakeholder # 2	CEO ~ Ignite College and Career Academy	Joshua Drew
Stakeholder # 3	Paraprofessional	Marissa Hill
Stakeholder # 4	Parent	Linda Aguirre
Stakeholder # 5	Parent	Stephen Woodson
Stakeholder # 6	Community Stakeholder	Michael Coley
Stakeholder # 7	ESOL Teacher	Jesus Amaro
Stakeholder # 8	Student	Catelyn Mathis

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The team will provide stakeholders with handouts of the comprehensive needs assessment systems and structures. The school data aligned to the 5 systems is provided with the guiding questions to selected stakeholders. Stakeholders will have time to review the data and provide feedback on what is needed. The team selected as many stakeholders as needed from the required and recommended stakeholders lists.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3	-Establishes and communicates clear learning targets and success criteria aligned to curriculum standards	
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4	-Uses research based instructional practices that positively impact student learning	
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5	-Differentiates instruction to meet specific learning needs of students	
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6	-Uses appropriate, current technology to enhance learning	
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7	-Provides feedback to students on their performance on the standards or learning targets	
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8	-Establishes a learning environment that empowers students to actively monitor their own progress	
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	✓
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

Professional Capacity Data

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	✓
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1	-Provides a supportive and well-managed environment conducive to learning	
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Georgia Student Health Survey 2.0, Panorama Survey Data, LEA Monitoring Focus Walks, The High Impact Practice Implementation Rubric: Leadership Team, Parent Surveys, Staff Surveys. Survey data from parents, teachers, and community organizations to determine technology needs, professional learning, and local support available.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	When analyzed, the perception data provided the viewpoint of different populations of individuals concerning certain topics. For example, Based on the 2023-2024 Georgia Student Health Survey (grades 9-12) - 55% of students looked forward to coming to school. Eighty percent of students felt that their teachers treated them with respect. of students didn't experience feelings of depression. Ninety-one percent of students have never contemplated committing suicide. This information, along with the concrete data, will provide more accurate information regarding the status of Sumter County High School.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Curriculum Audit and Inventory documents, Teacher Assessment on Performance Standards ratings, School Climate Ratings (school-based calculations), Leader Assessment of Performance Standards ratings, SI Dashboard Reports, parent and family engagement workshops, attendance support team meetings(AST), prior CCRPI, Panorama Reports, Multi-Tiered System of Support (MTSS Tier 1, Tier 2 , Tier 3) Student enrollment, Student summary reports.

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	The process data documents listed above were used in conjunction with the other data pieces in order to determine the current status of Sumter County High School according to each system in the Continuous Improvement Cycle. All students and all subgroups (SPED, Gifted, ELL, Homeless, ESOL, Economically Disadvantaged, Foster Care, and Migrant) participated in weekly guidance and social emotional sessions. Fiscal year 2024, parent information sessions were offered to all families to provide opportunities to gain strategies and tools on how to help their child(ren) at home in academics. From September 2023 through May 2024, a total of 1,924 family members attended these various opportunities. Academic meetings (MTSS) and

	attendance meetings were based on student needs. These data components and others were used to determine the next steps needed toward improvement.

What achievement data did you use?	Georgia Milestones Assessment, Georgia Alternate Assessment (GAA 2.0), ACCESS for ELL's, End of Pathway Assessment, SI Dashboard, Course/subject pass Rate, and Student Lexile.

What does your achievement data tell you?	The achievement data reveals whether the students mastered proficiency of the standards taught. The overall level of proficiency in each content area was a piece of information used to evaluate the curriculum and best practices. This was a method used to review the components of theCoherent Instructional System.The team reviewed the student achievement data and found that the Georgia Milestones Assessment Data for American Literature scores during the 2023-2024 school year has 53% of the students scoring at the Developing Learner or higher level, and 15% of students scoring Proficient. For Biology, 55% scored at the Developing Learner or higher, with 21% of those scoring Proficient and Distinguished Learner combined. In the area of United States History, 58% of the students assessed during the 2023-2024 school year scored at the Developing level or higher; however, 18% of those scored Proficient and 3% scored at the Distinguished Learner level. Based on the End of Pathway Assessment data, there was an increase from 63% (total from all assessments) of students passing to 72% of students passing. Based on theCourse Subject-Pass RateData, there was an increase from 2023 to 2024 in the following areas: Reading 79% (total of 100% passing), ELA 3% (5% for American Literature), all Math 1%, and all social studies 6% (10% increase for US History). There was a decrease in the following areas: Biology 2% andall sciencesoverall 3%. A baseline percentage for Algebra Concepts and Connections showed 74% passing.

What demographic data did you use?	Student enrollment, Attendance, Number of students in grade levels, Race/ethnicity, Gender, Students with disabilities, English Learners, Graduation rate, Discipline reports, Teacher attendance, Leader attendance.

What does the demographic data tell you?	The demographic data provides the information concerning the different populations of students attending Sumter County High School. Demographic data is used along with the other data pieces in order to obtain a clear picture of what the data is revealing. Student attendance data revealed that the average daily attendance was 91.9%, which was a slight increase from the 2022-23 attendance rate of 91.0%; additionally, this is based on an increased student population (enrollment). The data on discipline revealed that in school suspensions from August 2023 to May 2024, resulted in 231 infractions

	resulting in a loss of 4,231.44 instructional hours for the academic school year. This is an increase in the loss of instructional hours. In addition, the Graduation Rate for 2023 was 98.5%, an increase from the 2022 Graduation Rate of 96.2%, and the 2021 Graduation Rate of 92.3%.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on the team observations of trends and patterns, the following are strengths: systematic processes for curriculum planning, curriculum documents, supportive/well-managed classrooms, and instructional practices including learning targets. On the other hand, academically challenging learning environments, and feedback for students based on the learning target are challenges for the school. The Teacher Keys Assessment on Performance Standards Data for the 2022-2023 school year indicates the need for improvement on the following standards: Positive Learning Environment (12 needs improvement ratings) Academically Challenging Environment (9 needs improvement), and Communication (13 needs improvement).

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	When determining the effective leadership trends and patterns, the team noted the school leadership team was consistently data driven and the team was strong in the area of building and sustaining relationships. The Leader Keys on Performance Standards Data for the 2023-2024 school year indicates ratings of needs improvement and proficient in the area of School Climate. Based on the number of instructional hours lost, School Climate is an area of focus. The leadership team has consistent processes in place to analyze data (Collaborative Planning protocol), sustain change over time, and remove barriers that could hinder staff performance. These barriers may include not having resources for instruction, and not having protection of collaborative planning time. Although systems are in place to ensure the implementation of effective curriculum, instruction, and professional learning practices, the team noted the need for specific protocols to monitor the effectiveness of curriculum, assessment, and instruction.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	In the area of Professional Capacity, the team reported consistency in job-embedded professional learning practices, adequate resources for professional learning, the monitoring of the professional learning practices, along with the impact of those practices. The Teacher Keys Assessment on Performance Standards Data for the 2023 - 2024 school year indicates that there is a need for more targeted and differentiated PL for new teachers to ensure they receive the specific support they need. The TKES data also revealed areas of concern in specific TKES standards, particularly in: Instructional planning, academically challenging environment, professionalism, and communication. These standards were frequently rated level 2 or below during formative observations, indicating a need for focused improvement.

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The school community has made some progress to promote communication and build relationships between stakeholders and the school; however, there are areas where growth is needed. Eleven meetings occurred (from September 2023 through May 2024) with a total of 1,924 family members in attendance. Academic meetings (MTSS) and attendance meetings were based on student needs. These data components and others were used to determine the next steps needed toward improvement. More structures are needed to develop the capacity of families to use strategies at home to enhance academic achievement, and initiating more relationships and decision making processes to build capacity for family and community engagement.

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	A common mission and vision are clear and define the culture for the faculty and students of THE Sumter County High School. The team recorded areas of growth for supporting the learning environments. During the 2023-2024 school year, 1026 students were enrolled, which was only a 0.05% decrease from 2022-2023. In 2023-2024, there were a total of 1272 office referrals resulting in ISS or OSS assigned. Although there are high expectations set for students to be College and Career Ready and evidence of culture and respect have been established, there is a need for more Positive Behavior Intervention Supports. According to the Spring 2024 Tiered Fidelity Report, the Tier 1 Scale Score was reported to be measured at 80%. In addition, the school regularly celebrates the achievements of the students and/or staff. The school provides MTSS during a 45-minute intervention period to support literacy and numeracy needs of Tier 2 (181) and Tier 3 (113) students. All other students receive enrichment classes during the intervention period (Panther Period). In addition, the average daily attendance for the 2023-2024 school year ranged (monthly) from 91.8% - 93.31%.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The team reviewed the student populations within the school and focused on the specific needs of each subgroup. The team documented the resources currently in place for the subgroups (i.e. honors/gifted, special needs, ELL students, and the tiered students in the Multi-Tiered Systems). Each of the current classes, intervention models, scheduling and possible barriers to each of these were discussed. Based on the student achievement data and universal screener data, the team determined the intervention time for the tiered students needed extending and leaders and teachers needed training on the intervention model and curriculum. In order to serve each group and provide the path for academic growth, resources will be needed (human and physical). Any budgeted funds that are allocated for resources to Sumter County High School are assigned to each core content area through an even distribution/division of funds.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on the patterns in the student achievement data, the team noted the continuous need for professional learning to guide and to support the refinement of a clear and viable curriculum and assessments that are aligned and valid. From 2022-2023 to 2023-2024, there was a slight gain of 1% in the Developing Learner and above for American Literature End of Course Assessment, and a 4% gain for Biology. There was a slight gain of 2% in the Developing Learner and above for U.S. History . The Coordinate Algebra End of Course Assessment was no longer offered. The data for the Algebra Concepts and Connections data has not been released to determine a baseline percentage. The team also reported the need for differentiated professional learning to support the implementation of the curriculum and assessments (instruction); however, the professional learning topics will be based on the needs of the teacher to support our students individual needs.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	The Special Education program is organized to provide the special education students supports and structures in the regular education classroom. This involves the special education teacher to have a deeper understanding of the content. This is in addition to the teachers needing to be knowledgeable on the current GoIEP program, as well as any changes or updates to the program. The school community has made some progress to promote

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

	communication and build relationships between stakeholders and the school. More structures to provide two-way communication, connecting families to agencies to meet the needs of students, and developing the capacity of families to use strategies at home to enhance academic achievement. For English Language Learners, the students have demonstrated growth on the ACCESS assessment used to measure the four areas of language acquisition. The resources that have been utilized to instruct and support the students and adults are a viable part if what Is needed to continue the academic progress.

Challenges	Based on the data review, the special education teachers will need the resources and training that are aligned with any content curriculum. In addition, the special education teachers will need professional learning sessions on the GoIEP program and co-teaching model to serve the student population in the co-taught learning environments. For economically disadvantaged children, more structures are needed to provide two-way communication, connecting families to agencies to meet the needs of students, and developing the capacity of families to use strategies at home to enhance academic achievement. To build upon existing knowledge and skills,the ELL instructor attends annual local and state provided professional learning conferences and instructs ELL classes that are structured based on student skill level. The resources needed to maintain the current instructional level or allow for professional growth are part of the challenges; depending on funding.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Improve Leader/Teacher Effectiveness to increase academic achievement in 9-12 core content and elective classes.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Goal area 2

Overarching Need # 2

Overarching Need	Improve student academic achievement in 9-12 core content and elective classes.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Goal area 1

Overarching Need # 3

Overarching Need	Improve school climate (i.e., behavior and attendance) and social and emotional well-being of students.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Goal area 3

Overarching Need # 4

Overarching Need	Improve the plans and processes for effective engagement with families and community partners to increase academic achievement in 9-12 core content classes.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Goal area 4

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

> Overarching Need - Improve Leader/Teacher Effectiveness to increase academic achievement in 9-12 core content and elective classes.

Root Cause # 1

Root Causes to be Addressed	All leaders/ teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Evaluation of leaders/ teachers are inconsistent and unreliable.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Teachers do not consistently create a learning environment where students use tools to actively monitor their own progress.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	There is not a consistent collaborative process in all content areas to analyze assessment results and adjust instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Overarching Need - Improve student academic achievement in 9-12 core content and elective classes.

Root Cause # 1

Root Causes to be Addressed	There is a breakdown in Tier-1 instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	A need for human resources to address a reduction in class size and attrition.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	The structured curriculum process and expectations are not implemented with fidelity across all new and some veteran teachers' classes.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	There are issues with providing appropriate interventions to meet the needs of the students. Each year new teachers are added which requires ongoing training on intervention strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	New teachers and returning teachers received either an induction or continued training with instructional strategies.

Overarching Need - Improve school climate (i.e., behavior and attendance) and social and emotional well-being of students.

Root Cause # 1

Root Causes to be Addressed	There is an increase in the number of office referrals.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Students who receive ISI/OSS are not in the classroom setting.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Students who are not in the classroom setting will miss instructional time.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Root Cause # 3

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Chronic absenteeism, whether excused or unexcused, leads to loss of instructional time.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Overarching Need - Improve the plans and processes for effective engagement with families and community partners to increase academic achievement in 9-12 core content classes.

Root Cause # 1

Root Causes to be Addressed	There is a need to equip families with resources and skills to support their students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There is a lack of awareness or communication regarding support opportunities for families.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Cause # 3

Root Causes to be Addressed	Dates and times of events may not be suitable for some families and community partners.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Families and community partners do not know how they can contribute to student achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

School Improvement Plan
2024 - 2025

Sumter County
Sumter County High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Sumter County
School Name	Sumter County High School
Team Lead	Dr. Marnie Dutcher
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately) Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title V, Part B

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	Improve Leader/Teacher Effectiveness to increase academic achievement in 9-12 core content and elective classes.
Root Cause # 1	All leaders/ teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
Root Cause # 2	Evaluation of leaders/ teachers are inconsistent and unreliable.
Root Cause # 3	Teachers do not consistently create a learning environment where students use tools to actively monitor their own progress.
Root Cause # 4	There is not a consistent collaborative process in all content areas to analyze assessment results and adjust instruction.
Goal	Implement and monitor a performance management system to retain at least 90% of highly effective employees in all positions by the end of the 2024-2025 school year as measured by district wide evaluation instruments aligned to duties and responsibilities.

Action Step # 1

Action Step	Use beginning and end of the year survey data to address needs for the upcoming year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Survey data results, prioritized areas of need, implementation results
Method for Monitoring Effectiveness	Survey data results, prioritized areas of need, implementation results
Position/Role Responsible	Principal Assistant Principal Academic Coaches
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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.

Action Step # 2

Action Step	Retain and recruit highly effective staff in all positions.
Funding Sources	Title II, Part A Title V, Part B Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	For all staff: Annual goal for each staff member, pre-conference, mid-year, and summative conference(or evaluation). Recruitment: Job fair participation; Updated website ***REVISE
Method for Monitoring Effectiveness	Teacher effectiveness as measured by TKES, observational data, academic coaches' notes and feedback, playlist lesson plan reviews, and focus walks
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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.

Action Step # 2

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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.

Action Step # 3

Action Step	Provide professional learning to new teachers on district/school programs, processes and procedures through the New Teacher Orientation, New Teacher Academy, and induction/mentoring program for new teachers.
Funding Sources	Title II, Part A IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Submission of Sign-ins, agendas, evaluations
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Academic Coaches Professional Learning AP Teacher Leaders
Timeline for Implementation	Quarterly

Action Step # 3

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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.

Action Step # 4

Action Step	Provide on-going professional learning to leaders and teachers on implementing appropriate Co-teaching models.
Funding Sources	Title II, Part A Title III, Part A IDEA Consolidated Funding Title III Part A EL
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	Submissions of Sign-in, agendas, evaluation forms, classroom observations
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administration Lead Teacher (Exceptional Education)
Timeline for Implementation	Quarterly

Action Step # 4

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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.

Action Step # 5

Action Step	Provide on-going professional learning to teachers on the use of GO-IEP and Georgia Multi-tiered Support System (GaMTSS) process (i.e. Imagine Learning, MyPath, Panorama).
Funding Sources	IDEA Consolidated Funding
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	Submission of Sign-ins, agendas, handouts, evaluations
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administration Academic Coaches Counselors
Timeline for Implementation	Quarterly

Action Step # 5

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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.

Action Step # 6

Action Step	Provide personalized professional learning to leaders and teachers in grades 9-12 (including summer off-contract events) on the use of a comprehensive (diagnostic, benchmark, common formative, formative and summative) assessment system, district/school content-specific curriculum, and instructional software programs. Virtual learning platform training (Explore Learning/Gizmos, GoFormative, Progress Learning, Vizzle, Unique Learning, Edmentum) and implementation provided to leaders, teachers, instructional paraprofessionals, and academic coaches.
Funding Sources	Title III, Part A Title V, Part B IDEA Perkins Consolidated Funding Title III Part A EL
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	Submission of sign-ins, agendas, evaluation forms, Playlists, student assessment reports, classroom observations
Method for Monitoring Effectiveness	Student achievement data, Observation data
Position/Role Responsible	Principal Assistant Principals Teacher Leaders Academic Coaches

Action Step # 6

Position/Role Responsible	
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)?	Professional Learning through Chattahoochee-Flint RESA and/or content experts.

Action Step # 7

Action Step	Utilize Academic Coaches, Intervention/Remediation teachers, and paraprofessionals to provide additional support for instruction.
Funding Sources	Title I, Part C Title III, Part A Title V, Part B IDEA Consolidated Funding
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	Submission of Sign-ins, agendas, Schedules, Lesson Plans, Data Reports, evaluations, and academic coaches' notes and feedback
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administration Academic Coaches

Action Step # 7

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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.

Action Step # 8

Action Step	Academic Coaches will model effective instructional strategies in the classroom for teachers and leaders in grades 9-12. Academic Coaches will provide job-embedded professional learning to teachers that focuses on hands-on, active learning for students. Whether virtual or in person, the provided learning will allow for the exploration of concepts, building vocabulary and transfer of knowledge to various formats and digital opportunities, such as projects and performance tasks.
Funding Sources	Title II, Part A Title III, Part A Title V, Part B Consolidated Funding
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	Submissions of academic coaches' playlist/schedule, observations and feedback, playlist learning plan, collaborative agendas and minutes
Method for Monitoring Effectiveness	Student achievement data, observation data

Action Step # 8

Position/Role Responsible	Administration 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)?	Businesses, Non-profits, and Community based organizations have partnered with the school to provide academic support to parents and students.

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student academic achievement in 9-12 core content and elective classes.
Root Cause # 1	There is a breakdown in Tier-1 instruction.
Root Cause # 2	The structured curriculum process and expectations are not implemented with fidelity across all new and some veteran teachers' classes.
Root Cause # 3	There are issues with providing appropriate interventions to meet the needs of the students. Each year new teachers are added which requires ongoing training on intervention strategies.
Root Cause # 4	A need for human resources to address a reduction in class size and attrition.
Goal	Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 10 percentage points in all core content and elective classes by the end of the 2024-2025 school year as measured by the state and local summative assessments.

Action Step # 1

Action Step	Implement 9-12 Literacy Plan to include: Establish a school culture in which teachers across all content areas accept responsibility and plan for literacy instruction and support. Implement locally developed 9th-12th grade Literacy units with content experts respectively work to improve student's fluency, vocabulary acquisitions, and comprehension. Utilize Renaissance Learning Programs to support literacy across the curriculum. Determine independent reading level goals and expectations 9 - 12. Track and monitor progress.* Implement school-wide reading strategies across all core content and elective classes. Utilize Instructional Software (Progress Learning) to support core content instruction across all core content classes. Provide professional learning opportunities for integrating literacy across the curriculum in grades 9 - 12. Implement and monitor evidence -based practices and strategies for integrating literacy across the curriculum 9 - 12. Establish, articulate, and monitor clear expectations, routines, processes and procedures for addressing foundational literacy skills in all tiers of support. Provide opportunities for professional learning: strategies, evidence-based practices and protocols for addressing literacy foundational skills. Determine average Lexile levels 9-12, set grade level Lexile goals. Track and monitor progress. Provide T1, T2, and T3 curricula and programs, training, monitoring and feedback. Utilize Renaissance Learning Programs to support literacy across the curriculum.

Action Step # 1

Action Step	Implement school-wide reading strategies across all core content and elective classes Utilize Instructional Software (Progress Learning) to support core content instruction across all core content classes.
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA Perkins Consolidated Funding Title III Part A EL
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	Submission of Sign-ins, agendas, evaluations, professional learning communicating expectations documentation.
Method for Monitoring Effectiveness	Student achievement data, observation data
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, curriculum and content experts

Action Step # 2

Action Step	Implement 9-12 Numeracy Plan to include: Continue to contract with Content experts to support the development and implementation of numeracy for the district and community. Establish Parent Learning Communities that provide ongoing professional numeracy training events for parents and caregivers. Ensure Professional Learning opportunities related to numeracy foundational skills and new math standards are available for all educators. Vertically align and use EOC Georgia Milestones Assessment Achievement Level Descriptors, core program and 9- 12 Math Progressions to plan math instruction in grades 9 - 12. Schedule and facilitate family and community engagement activities and celebrations related to numeracy throughout the year. Provide MTSS (T1, T2, T3) curricula and programs, training, monitoring and feedback Use disaggregated GMAS (EOC) Math results, STAR math results and data from supplemental programs (by domain) to create and monitor district and school goals. Utilize Instructional Software (Progress Learning) to support core content instruction across all core content classes.
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA Perkins Consolidated Funding Title III Part A EL
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	Submission of Sign-ins, agendas, evaluations, professional learning communicating expectations documentation.
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administration Academic Coaches

Action Step # 2

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, curriculum and content experts

Action Step # 3

Action Step	Provide well-rounded education and academically-challenging learning environments that encourage critical thinking through the integration of Science, Technology, Engineering, Art and Mathematics (STEAM) concepts and gifted learning strategies. Digitized learning platforms (Google Suite, Edmentum) will be used to provide students with a voice and choice during instruction and assessment daily.
Funding Sources	Title V, Part B Perkins Consolidated Funding
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	Integration of STEAM in academic and elective content areas as measured by focus walks, playlist lesson plan reviews, and observations
Method for Monitoring Effectiveness	Student achievement data, observation data

Action Step # 3

Position/Role Responsible	Administrators 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)?	

Action Step # 4

Action Step	Curriculum Planning for teachers and academic coaches (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 Perkins Consolidated Funding Title III Part A EL
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	TKES, collaborative meetings, study groups, curriculum maps, pacing guides, grading inventory, sign in sheets, agendas, handouts
Method for Monitoring Effectiveness	Student achievement data, observation data

Action Step # 4

Position/Role Responsible	Administration 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)?	

Action Step # 5

Action Step	Utilize Class Size Reduction 9-12 (Teachers and/or Paraprofessionals).
Funding Sources	Title III, Part A Title V, Part B Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Class Schedules
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administration Counselors
Timeline for Implementation	Quarterly

Action Step # 5

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)?	

Action Step # 6

Action Step	Ensure teachers use the curriculum and assessments developed and aligned to daily effective instructional strategies. Use of software platforms, such as Progress Learning and GoFormative, will be used to assist with assessment development.
Funding Sources	Title III, Part A IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Teacher effectiveness as measured by TKES data, focus walks, and academic coaches' notes and feedback. Platform use monitored by implementation reports.
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administration Academic Coaches
Timeline for Implementation	Quarterly

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)?	

Action Step # 7

Action Step	Participate in Curriculum/Assessment/Instruction-CAI-Principal Collaborative Team and Assistant Principal School/District Leadership Team meetings and external Principal and Assistant Principal Collaborative Sessions (RESA) to develop, implement and monitor all district and school improvement planning while participating in a professional learning community.
Funding Sources	Title II, Part A Title V, Part B Consolidated Funding
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	Collection of Sign-ins, agendas, and evaluations
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administrators
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)?	RESA

Action Step # 8

Action Step	Conduct collaborative team meetings(with academic coaches and core content experts) to implement the Georgia Standards of Excellence vertically and horizontally, and all district initiatives regarding curriculum, assessments, instruction, and school improvement. Teachers will utilize virtual platforms (Google Meet) to collaborate as needed. Complete Professional Learning Expectation form for every PL provided to staff.
Funding Sources	Consolidated Funding
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	Submission of agendas, sign-in sheets, minutes, artifacts, evaluation forms, playlist lesson plan revisions, submission professional learning communicating expectations documentation.
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administrators Academic Coaches Teacher Leaders Department Chairs
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)?	

Action Step # 9

Action Step	Conduct focus walks to measure the effectiveness of implementation of district and school initiatives, actions, strategies, and interventions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Walkthrough schedules, reports, academic coaches' notes
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administrators 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)?	

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)?	

Action Step # 10

Action Step	Conduct off contract data review meetings and Summer Leadership Team Meetings to review and analyze content-specific data and curriculum and revise/update the Comprehensive Needs Assessment and School Improvement Plan . Conduct Bi-monthly and Summer School 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 V, Part B Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Submission of agendas, sign-in sheets, minutes, artifacts, handouts/PowerPoints, revised CNA/SIP, High Impact Rubric (Leadership Team)
Method for Monitoring Effectiveness	Student achievement data, observation data, High Impact Rubric (Leadership Team)

Action Step # 10

Position/Role Responsible	Administration 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)?	

Action Step # 11

Action Step	Provide an After-School Enrichment Program and/or Summer School Remediation Program to improve student achievement.
Funding Sources	Title I, Part C Title III, Part A Title V, Part B Consolidated Funding Title III Part A EL
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 sheets, assessment data, credit recovery data
Method for Monitoring Effectiveness	Student achievement data, observation data
Position/Role Responsible	Administrators, Academic Coaches
Timeline for Implementation	Others : July 2024-September 2025

Action Step # 11

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)?	

Action Step # 12

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, 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 classrooms.
Funding Sources	Title I, Part C Title II, Part A Title III, Part A Title V, Part B IDEA Perkins Consolidated Funding 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, focus walk data
Method for Monitoring Effectiveness	Student achievement data, observation data

Action Step # 12

Position/Role Responsible	Administration 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve school climate (i.e., behavior and attendance) and social and emotional well-being of students.
Root Cause # 1	Chronic absenteeism, whether excused or unexcused, leads to loss of instructional time.
Root Cause # 2	Students who are not in the classroom setting will miss instructional time.
Root Cause # 3	Students who receive ISI/OSS are not in the classroom setting.
Root Cause # 4	There is an increase in the number of office referrals.
Goal	Decrease the number of office discipline referrals by 5% in the discipline data platform, and increase student attendance to 95% by the end of the 2024-2025 school year.

Action Step # 1

Action Step	Recognize and celebrate students' academic, behavior, and attendance successes.
Funding Sources	Title V, Part B Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline Reports Academic Reports Attendance Reports Rosters for celebration events
Method for Monitoring Effectiveness	Student achievement data, discipline data, attendance data, student surveys, student participation, Tiered Fidelity Inventory
Position/Role Responsible	Administrators PAWS(PBIS) Team
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)?	

Action Step # 2

Action Step	Ensure every student has a caring adult in the building.
Funding Sources	Title V, Part B Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Student Survey Data Observation notes Advisement schedule (caring adult assignment)
Method for Monitoring Effectiveness	Student Survey Data, Observation data
Position/Role Responsible	Administrators Academic Coaches Counselors
Timeline for Implementation	Quarterly

Action Step # 2

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)?	

Action Step # 3

Action Step	Provide professional learning and needed resources to implement Positive Behavioral Interventions and Supports (PBIS) system, Restorative Practices, and the Clifton Strengths assessment annually to all staff to reduce in-school intervention (ISI), out-of-school suspensions and disproportionate disciplinary practices. Resources include the following items: Clifton Strengths assessment (staff), Clifton Strengths assessment for students, StrengthsQuest (student workbook).
Funding Sources	Title V, Part B Consolidated Funding
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	Submissions of Sign-ins, agendas and evaluation forms, utilization of Panorama referral system, Behavior Matrix, Infinite Campus referrals, Tiered Fidelity Inventory, and Clifton Strengths assessment results.
Method for Monitoring Effectiveness	Discipline Reports The TFI Reports (Tiered Fidelity Inventory)
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

Action Step # 3

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)?	

Action Step # 4

Action Step	Provide Attendance Support Team (AST) Meetings to implement the district attendance protocol.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance Protocol meeting (sign-in & agenda), attendance support team meeting (Sign-in, minutes, agendas)
Method for Monitoring Effectiveness	Attendance Data
Position/Role Responsible	Administration Counselors Attendance Data Clerk
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)?	

Action Step # 4

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)?	

Action Step # 5

Action Step	Provide professional learning and implement the Georgia Multi-tiered Support Systems (GaMTSS) to address the needs of the "Whole Child" to include academic, behavior, emotional, social well-being, physical, and mental health of students.
Funding Sources	Title V, Part B Consolidated Funding
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	RTI folders, sign-ins, agendas, meeting content material, scheduled meetings, grade distributions, data reports (including behavioral, attendance, and academic)
Method for Monitoring Effectiveness	Tiered student data reports
Position/Role Responsible	Counselors Administrators Academic Coaches
Timeline for Implementation	Quarterly

Action Step # 5

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)?	

Action Step # 6

Action Step	Implement established structures for collaboration with the counseling department and School Resource Officer (SRO) to address student attendance and discipline. School resource officers provide educational training and virtual reality activities for students related to texting and driving, sexting, drugs/alcohol, vaping (electronic smoking devices), off-campus events, (i.e. parties) and social media.
Funding Sources	Title V, Part B Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign-ins, agendas, meeting content material/handouts, scheduled meetings
Method for Monitoring Effectiveness	Student SEL surveys
Position/Role Responsible	Counselors Administration
Timeline for Implementation	Quarterly

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)?	Sumter County Sherriff Department, ONE Sumter Economic Foundation, Sumter County Fire Department, Governor's Office of Highway Safety

Action Step # 7

Action Step	Maximize the use of the Wellness Room to support the staff and other adults in the school community.
Funding Sources	Title V, Part B Consolidated Funding
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
Method for Monitoring Effectiveness	Adult SEL surveys
Position/Role Responsible	Administration
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)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the plans and processes for effective engagement with families and community partners to increase academic achievement in 9-12 core content classes.
Root Cause # 1	Dates and times of events may not be suitable for some families and community partners.
Root Cause # 2	Families and community partners do not know how they can contribute to student achievement.
Root Cause # 3	There is a lack of awareness or communication regarding support opportunities for families.
Root Cause # 4	There is a need to equip families with resources and skills to support their students.
Goal	By the end of the 2024-2025 school year, the number of families and community partners participating in school programs, activities, and events will increase by 3%.

Action Step # 1

Action Step	Provide professional learning to faculty and staff through the Family Community and Engagement Coordinator on family and community engagement strategies that support student achievement, and the value of building relationships and parent contribution: ie: welcoming all families, cultural diversity, and communication.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Handouts, sign-ins, agendas, evaluation forms
Method for Monitoring Effectiveness	Stakeholder data
Position/Role Responsible	Parent Engagement Coordinator Principal

Action Step # 1

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)?	Sumter EMC, Georgia Power, Department of Juvenile Justice, Army National Guard, Middle Flint Health and Wellness

Action Step # 2

Action Step	Provide a variety of opportunities to include different events/activities to engage families i.e. "Lunch & Learn", virtual meetings, surveys, Saturday Community events, students showcases, and festivals.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign-in sheets, Agendas, Flyers, Evaluation/Feedback forms
Method for Monitoring Effectiveness	Stakeholder data
Position/Role Responsible	Administrators Counselors
Timeline for Implementation	Quarterly

Action Step # 2

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)?	

Action Step # 3

Action Step	Use various means of two-way communication to engage families i.e. Remind, texts, emails, phone calls, conferences, etc.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent contact logs Infinite campus contact logs
Method for Monitoring Effectiveness	Parent contact reports, stakeholder data
Position/Role Responsible	Administrators Counselors
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)?	

Action Step # 3

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)?	

Action Step # 4

Action Step	Provide different events/activities to engage and involve community partners with the school.
Funding Sources	Title V, Part B Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign-in sheets, Agendas, Flyers, Evaluation/Feedback forms
Method for Monitoring Effectiveness	Stakeholder data
Position/Role Responsible	Administrators CTAE Director Work-Based Learning Coordinator
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)?	Sumter EMC, State Farm Insurance, Georgia Power, Phoebe-Sumter Medical Center

Action Step # 4

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)?	Sumter EMC, State Farm Insurance, Georgia Power, Phoebe-Sumter Medical Center

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 Leadership Collaborative Team used the Planning and Preparation guide provided by the DOE to identify required and recommended team members. The required and recommended team members were invited (leadership team members, teachers, community partners, parents, students) to attend the collaborative sessions where the Comprehensive Needs Assessment and School Improvement Plan were revised. The School Leadership Team along with stakeholders reviewed data, determined areas of need, and discuss possible root causes. Guiding questions were used as discussion points. While some improvements had been made, it was determined based on the data that improvements were still needed in the areas of effective leadership, coherent instruction and family & community engagement. The team and stakeholders worked in collaborative groups and selected the top 3 action steps from each of the five systems (Effective Leadership, Coherent Instructional System, Supportive Learning Environment, Professional Capacity and Family & Community Engagement) based on the needs.

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.	Sumter County High School is a Title I school and students are economically disadvantaged. Tier I instruction is provided for all students. The school makes every effort to hire fully certified staff. However, who are scheduled in classes with teachers that hold alternative certificates are pared with teachers that hold certification in Early Childhood Education. 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 High 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. Requires Principals/Assistant Principals to review the Mid-Year Personnel Analysis data generated by GaPSC before hiring and scheduling for the following school year In January of each year, the principal meets with the Superintendent, Associate Superintendent and the Human Resource Director to review the status of their teacher rosters. The goal is to insure that ineffective and inexperienced teachers are not all placed in one building.

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. To ensure that identified needs of the most academically at-risk students in our Title I school, Sumter County High School adheres to the following practices: * Reduce class size 9-12 *Provide additional support services using intervention teachers and paraprofessionals * Technology equipment, software, and other technology resources * Parent Involvement Resources * Purchase high-quality, research-based supplementary materials, kits, consumables, books * Professional Learning Services including travel, lodging, and stipends to support core instruction; school climate; leadership: Consultants, job embedded, conferences, and off-site professional learning events (Local, State, and National events) * Supplemental supplies and materials * Homeless Services/Foster/Migrant/ESOL/N&D (If students from any of these groups are identified, appropriate services will be provided) * After School and Saturday School, and Summer School services provided as needed If students from any of these groups are identified, appropriate services will be provided. Example: Students receive additional support in reading and math. Teachers are trained by content experts to teach Tier 2 and 3 intervention strategies to students struggling in reading and math. Students are assessed quarterly using Renaissance Learning STAR Reading and Math to measure the effectiveness of achievement growth.

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.	Sumter County High School is not a 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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Sumter County High School has the following strategies in place to facilitate effective transitions for students moving from 8th grade to the high school: 1. The rising 9th graders are provided a tour of SCHS in May where they are guided by leadership team members. The students explored core academic classes, foreign language classrooms, and the Ignite College and Career Academy classrooms. A rising 9th grade evening for parents is offered for parents to receive information about transitioning from middle school to high school. Additionally, the 9th grade students complete aWelcome to High SchoolPanther Period course for the first nine weeks to ensure a smooth transition to the high school journey. The various CTAE pathways, organizations and clubs have displays set up in the gymnasium for students to walk through and ask questions. Students in Sumter County are able to participate in the Dual Enrollment programs. They are able to attend either the local four-year college or the technical school. Various colleges throughout the state visit SCHS and talk with the students about attending college. The counselors take students to visit colleges throughout the state and host an Apply to College day in the fall. Career days are held at SCHS. Various post-secondary speakers visit throughout the year to talk with students about post-secondary education as well the armed services. Two of the parent nights that are held at SCHS is a night for parents of seniors to meet and talk with a FASFA representative.

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.	Sumter County School's Board of Education issues policies that govern the overall Code of Conduct for student behavior expectations. Each school has a student handbook that covers the Code of Conduct. The administrators use the Code of Conduct when handling infractions. Leaders and teachers at the school level will collaboratively develop the framework prior to the start of school. During preplanning, the faculty and staff at each school will participate in training of the the school-wide progressive discipline procedures. Additionally, the faculty and staff will implement Positive Behavior Interventions Supports framework and communicate the framework to parents and students at the beginning of the school year. Restorative practices will also be

	implemented to restore relationships among staff, students, and parents as preventative measures to reduce the overuse of discipline practices.

ADDITIONAL RESPONSES

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