South Sumter High School

2018-19 Schoolwide Improvement Plan

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South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	B*

School Board Approval

This plan is pending approval by the Sumter County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Sumter High School, in partnership with its stakeholders, is committed to providing a systemic, comprehensive educational program to educate, enhance, encourage, and empower all students to achieve their personal, social, educational, and career/life goals. It is a program developed according to professional standards and appropriate models of best practices in the field of education. Learning environments will be physically and psychologically healthy and safe, managed by professionally trained and certified staff. With a commitment to individual uniqueness and maximum development of human potential, the ultimate goal of the program is for students to graduate with the competencies necessary to make self-directed, realistic, and responsible decisions and to become productive workers, lifelong learners and successful contributors to society.

Provide the school's vision statement.

Preparing the Next Generation Today - At South Sumter High School, we adhere to the belief that all students can learn. Working as a team, our purpose is to provide a comprehensive educational program that assists all students in acquiring the critical skills for lifelong learning and success.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McKinney, Christina	Principal
Lawrence, Kelly	Other
Moreland, Kay	Instructional Technology
Noe, Marilyn	School Counselor
Stewart, Danielle	Teacher, K-12
Norman-Tadlock, Carrie	Assistant Principal
Holloway, Lacy	Teacher, K-12
Breen, Catherine	Teacher, K-12
Breen, Charlie	Teacher, K-12
Cofield, Elizabeth	Teacher, K-12
Borum, Kimberly	Teacher, K-12
Dunn, Jason	Teacher, ESE
Rocker, Rodney	Assistant Principal
Keeler, Emily	Teacher, K-12
Edwards, James	Teacher, K-12
Epperson, Christopher	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Mrs. McKinney - Principal
Mrs. Tadlock - Assistant Principal; Curriculum Coordinator
Mr. Rocker - Assistant Principal
Ms. Noe - Guidance Counselor
Mrs. Holloway - AVID Coordinator; Academic Electives Department Leader; Classroom Resource Teacher
Mrs. Borum - Reading Department Leader; Classroom Resource Teacher
Mrs. Stewart - Social Studies Department Leader; Classroom Resource Teacher
Mrs. Lawrence - Testing Coordinator; AP Coordinator
Mrs. Moreland - Media Specialist; Non-Academic Electives Department Leader
Mr. Edwards - CTE - Department Leader
Mrs. Breen - Classroom Resource Teacher
Ms.Keeler - Science Department Leader
Mr. Dunn - ESE Department LEader; Classroom Resource Teacher
Ms. Anderson - Classroom Resource Teacher
Mr. Breen - Math Department Leader
Mr. Epperson - Administrative Resource Teacher

The leadership team is made up of administrators, teachers and other staff members who make important decisions to lead and coordinate improvement of the school. The team meets weekly every Monday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction and professional learning as well as opportunities to engage families and the community. This body also serves as the AVID site team determining implementation plans for that school-wide initiative.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	92	75	80	77	324
One or more suspensions	0	0	0	0	0	0	0	0	0	104	68	55	54	281
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	7	4	2	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	105	62	34	12	213
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	90	55	43	37	225

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	36	14	13	1	64
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	53	16	15	4	88

Date this data was collected

Monday 10/8/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math performed the lowest in overall student proficiency, learning gains and bottom quartile learning gains. A trend is not notice due to the two years (2016 & 2017) prior scores were higher and improving from the previous year.

Which data component showed the greatest decline from prior year?

Learning gains for math showed the greatest decline, falling 9 percentage points;from 50% in 2017 to 41% in 2018.

Which data component had the biggest gap when compared to the state average?

Math had the largest gap compared to the state average. Math achievement in student proficiency, learning gains and bottom quartile learning gains were all behind the state average.

Which data component showed the most improvement? Is this a trend?

Scores for ELA showed tremendous improvement, increasing in each category from the previous year. ELA student proficiency +11%, learning gains +14% and bottom quartile learning gains +7%.

Describe the actions or changes that led to the improvement in this area.

School-wide implementation of best practices to increase reading, writing, inquiry, organization and collaboration in all classrooms. Professional development for teachers increase the rigor and higher level thinking of their classrooms to better align to the standards of their courses. RaiderPrep period allowed extra practice and additional minutes for enrichment and reading specific strategies implemented by not only the ELA department but all teachers.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	59%	56%	51%	51%	52%
ELA Learning Gains	56%	56%	53%	40%	40%	46%
ELA Lowest 25th Percentile	41%	41%	44%	33%	33%	38%
Math Achievement	44%	44%	51%	47%	47%	43%
Math Learning Gains	41%	41%	48%	48%	48%	39%
Math Lowest 25th Percentile	38%	38%	45%	40%	40%	38%
Science Achievement	70%	70%	67%	63%	63%	65%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Social Studies Achievement	77%	77%	71%	66%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	92 (0)	75 (0)	80 (0)	77 (0)	324 (0)
One or more suspensions	104 (0)	68 (0)	55 (0)	54 (0)	281 (0)
Course failure in ELA or Math	5 (0)	7 (0)	4 (0)	2 (0)	18 (0)
Level 1 on statewide assessment	105 (0)	62 (0)	34 (0)	12 (0)	213 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	65%	63%	2%	53%	12%
	2017	48%	54%	-6%	52%	-4%
Same Grade Comparison		17%				
Cohort Comparison						
10	2018	53%	59%	-6%	53%	0%
	2017	46%	52%	-6%	50%	-4%
Same Grade Comparison		7%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	67%	70%	-3%	65%	2%
2017	65%	54%	11%	63%	2%
Compare		2%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018	75%	74%	1%	68%	7%
2017	64%	68%	-4%	67%	-3%
Compare		11%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	20%	62%	-42%	62%	-42%
2017	29%	62%	-33%	60%	-31%
Compare		-9%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	53%	63%	-10%	56%	-3%
2017	55%	58%	-3%	53%	2%
Compare		-2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	39	28	28	29	41	52	43		76	21
BLK	19	38	39	19	33		29	53		83	10
HSP	57	57	39	31	33	29	64	69		82	44
MUL	60										
WHT	64	58	41	49	42	41	74	81		85	45
FRL	54	53	42	41	41	40	63	72		81	35

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	12	35	29	17	27	13	32	17		64	39
BLK	29	32	19	32	39	41	42	21		89	24
HSP	35	34	46	37	45	44	43	57		82	30
MUL	50	40		20							
WHT	52	44	33	55	52	47	73	72		76	50
FRL	38	36	30	43	47	46	58	56		77	37

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Students will show an increase in achievement in Mathematics
Rationale	Students have difficulty mastering mathematical concepts because of the lack of fundamental math skills.
Intended Outcome	Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 60% of students will score proficient, 50% of students will display a learning gain and 50% of the students in the bottom quartile will display a learning gain.
Point Person	Charlie Breen (charles.breen@sumter.k12.fl.us)
Action Step	
Description	Teachers will participate in monthly professional development; faculty meetings, department meetings and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will utilize common assessments which are aligned to the standards. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes with an emphasis on student engagement to help students understand, practice and master math concepts. To enhance student understanding of mathematical standards, students will be exposed to MathNation, Khan academy, MyMathLab, Geometer's Sketchpad, Study Island and IXL. Students will be able to have a better understanding of the concepts through the use of manipulatives, visuals, technology, and organization tools. Students will be able to have increased practice and understanding of learning strategies and math skills through the 9th grade transition program, the after-school program, Raider Prep curriculum and the MTSS/RTI program (for identified students).
Person Responsible	Christina McKinney (christina.mckinney@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Lessons will be monitored through classroom walk-throughs and observations. Teacher formative assessments and student achievement data will be reviewed and analyzed.
Person Responsible	Christina McKinney (christina.mckinney@sumter.k12.fl.us)

Activity #2	
Title	Students will show an increase in achievement in ELA Reading & Writing.
Rationale	Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials. Students demonstrate lack of interest in and comprehension of non-fiction as well as practice on extended non-fiction passages. Students lack vocabulary skills and have insufficient fluency in reading. Students struggle to identify question types and which reading strategy is appropriate for answering questions. Students lack the ability to write in response to literary and non fiction text.
Intended Outcome	Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 65% of students will score proficient, 50% of students will display a learning gain and 50% of the students in the bottom quartile will display a learning gain.
Point Person	Kimberly Borum (kimberly.borum@sumter.k12.fl.us)
Action Step	
Description	Teachers will participate in monthly professional development; faculty meetings, department meetings and professional learning communities to share expertise and work collaboratively to improve instructional strategies, and the academic performance of students. Teachers will use AVID and LFS strategies such as gracphic organizers, marking the text, focused notes, flexible grouping, collaborative pairs, reading logs, book projects for independent readings, peer edits, quick writes and gallery walks. An emphasis in student engagement in all classrooms will help students practice and master reading comprehension and critical reading skills. To further enhance student understanding of English Language Arts standards, students will be exposed to Read180, CommonLit, Study Island, Khan Academy, Teengagement, Achieve 3000 and differentiated instruction through attending class weekly in a computer lab setting. Students will be able to have increased usage and understanding of learning strategies and reading skills through personal student computers, e-binders for all courses, the 9th grade transition program, the after-school program, the Raider Prep curriculum and the MTSS/RTI program (for identified students).
Person Responsible	Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Lessons will be monitored through classroom walk-throughs and observations. Teacher formative assessments and student achievement data will be reviewed and analyzed.
Person Responsible	Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)

Activity #3	
Title	Students will show an increase in achievement in Science.
Rationale	Students have difficulty with content area reading comprehension and demonstrate lack of interest with rigorous content area text.
Intended Outcome	Students will perform at or above grade level; 75% of students will score proficient.
Point Person	Emily Keeler (emily.keeler@sumter.k12.fl.us)

Action Step	
Description	Teachers will participate in monthly professional development; faculty meetings, department meetings and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text, focused notes and cooperative learning groups.To further enhance student understanding of Science, they will be exposed to hands-on, inquiry-based labs, research projects, stem projects, real-life experiences with community and business stakeholders outside the classroom setting, student-led discussion and strategies on scientific current event issues. Students will be able to have increased usage and understanding through personal student computers, e-binders for all courses, Science News Online, Khan Academy Gizmos, the 9th grade transition program, the after-school program, the Raider Prep curriculum and the MTSS/RTI program (for identified students).
Person Responsible	Rodney Rocker (rodney.rocker@sumter.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Lessons will be monitored through classroom walk-throughs and observations. Teacher formative assessments and student achievement data will be reviewed and analyzed.
Person Responsible	Rodney Rocker (rodney.rocker@sumter.k12.fl.us)

Activity #4	
Title	Students will show an increase in achievement in Social Studies.
Rationale	Students have difficulty with content area reading comprehension and demonstrate lack of interest with rigorous content area text.
Intended Outcome	Students will perform at or above grade on state testing; 80% of students will score proficient.
Point Person	Danielle Stewart (danielle.stewart@sumter.k12.fl.us)
Action Step	
Description	Teachers will participate in monthly professional development; faculty meetings, department meetings and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will use AVID and LFS strategies such as gracphic organizers, marking the text, focused notes, cooperative learning activities and discussions with an emphasis in student engagement. To further enhance student understanding of Social Studies standards, students will be exposed to a variety of collaborative activities such as Socratic seminars, 4-corners, philosophical chairs, and cooperative study groups. Additionally, students will engage with educational technology tools and games like Flip Grid, Ed Puzzle and Kahoot. Students will be able to have increased usage and understanding of learning strategies and reading skills through personal student computers, e-binders for all courses, the 9th grade transition program, the after-school program, the Raider Prep curriculum and the MTSS/ RTI program (for identified students).
Person Responsible	Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Lessons will be monitored through classroom walk-throughs and observations. Teacher formative assessments and student achievement data will be reviewed and analyzed.
Person Responsible	Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)

Activity #5	
Title	Increase the participation and pass rate of AP courses and AP exams.
Rationale	Students do not understand the benefits of taking AP course. Students lack the motivation and/or support to meet the demands of the rigorous AP classes.
Intended Outcome	The number of students enrolled in an AP course will increase; the number of AP exams taken will increase to 400 or more. The number of students who score a level 3 or above on an AP exam will increase; the number of students who pass an AP exam will increase to 100 or more.
Point Person	Kelly Lawrence (kelly.lawrence@sumter.k12.fl.us)
Action Step	
Description	The College Board AP Potential report will be utilized to identify student who have the potential to be successful in AP courses. Those students will be enrolled in such courses appropriately. The AP Capstone Program has been implemented to encourage and challenge students to achieve Capstone Status and graduate with a specialized AP high school diploma. AVID students will be required to take classes of rigor, which include AP courses. The AP programs will provide students with the support and motivation required to succeed. Informational meetings concerning the benefits of taking AP courses will be presented to students, parents, and families. Students will be provided the expectations of taking an AP course and can prepare accordingly with the help of their AP teacher and other school teachers to perform well on AP exams. AP teachers will participate in professional learning, specific for AP teacher performance training.
Person Responsible	Christina McKinney (christina.mckinney@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Lessons will be monitored through classroom walk-throughs and observations. Teacher formative assessments and student achievement data will be reviewed and analyzed.
Person Responsible	Christina McKinney (christina.mckinney@sumter.k12.fl.us)

Activity #6	
Title	Increase the number of students who are college and career ready.
Rationale	A percentage of students do not graduate high school with the skills required to be successful in the rigorous college education setting or the demanding work force.
Intended Outcome	The percentage of students who graduate on time with an acceleration mechanism will increase to 50% or more.
Point Person	Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)
Action Step	
Description	The acceleration report will be utilized to identify students who have not achieved an acceleration mechanism and those students will be enrolled appropriately in their 11th or 12th grade year. Those students will be enrolled in such courses appropriately.The College Board AP Potential report will also be utilized to identify students who have the potential to be successful in AP courses. The AP Capstone Program has been implemented to encourage and challenge students to achieve Capstone Status and graduate with a specialized AP high school diploma. Informational meetings concerning the benefits of taking AP courses will be presented to students, parents and families.
Person Responsible	Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The administration, curriculum and guidance departments will monitor and verify students are enrolled in the appropriate courses for dual enrollment, advanced placement, and industry certification courses. Lessons will be monitored through classroom walk-throughs and observations. Teacher formative assessments and student achievement data will be reviewed and analyzed.
Person Responsible	Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)

Activity #7	
Title	Students will show an increase in attendance.
Rationale	A percentage of students do not recognize the importance of regular school attendance.
Intended Outcome	The school's average daily attendance will increase to 92% or more. The percentage of students with excessive absences will decrease to 8% or less. Graduation rate will increase to 85% or more.
Point Person	Christopher Epperson (christopher.epperson@sumter.k12.fl.us)
Action Step	
Description	Accurate attendance is recorded every period, daily. Unexcused and total chronic student absences are monitored daily. Unexcused student absences are identified early and reasons of non-attendance are addressed with counseling and other support. A Positive Attendance Plan is in place to reward students for making regular attendance a priority. Students with perfect attendance and zero unexcused attendance are rewarded weekly and bi-quarterly, respectively. Students will advocate for themselves and monitor attendance regularly. Administration will notify students and parents for repetitive unexcused absences by distributing letters to students, mailing letters home to parents, calling parents, issuing attendance contracts and providing counseling. Teachers will create and maintain an engaging classroom that students will want to attend and learn. Teachers will emphasize the correlation of regular school attendance and classroom success. Teachers and administration will ensure attendance is recorded accurately every day, every period.
Person Responsible	Christopher Epperson (christopher.epperson@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Attendance report will be recorded weekly to identify all students who have excessive absences.
Person Responsible	Christopher Epperson (christopher.epperson@sumter.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

At South Sumter High School we strive to build relationships with our students' families to increase academic success. To increase awareness and participation in school functions and meetings we have a variety of ways to disseminate information.
A. Posting information on the marquee in front of the school.
B. Mailing and emailing a school newsletter including a calendar monthly.
C. Notifications to parents and students via the Remind App. Remind is a free private mobile messaging platform that enables teachers and schools to send reminders to students and parents via text and

email. It can be used to send information about important academic reminders such as test, homework, projects, EOC dates, report cards, progress reports, AP Exams, Progress Reports, standardized tests, SAC meetings, etc.

D. Use of the School District Telephone call out system.

F. Posting information on the school website.

G. Encouraging teachers to email parents using Skyward.

In addition, parents have access to Skyward Family Access on the electronic grade book.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

South Sumter High School provides three counselors for the various grade levels and the exceptional educational students. Students report to student services where they are able to see their counselor immediately or sign up to see them if they are unavailable. Counselors are assigned to students alphabetically and students keep the same counselor throughout high school. Twice a month our counselors have "Counselors Corner" in the lunchroom during both lunches. Our school holds an annual Bullying Poster Contest with the different posters displayed throughout the school campus. Students select a Raider Time teacher as their mentor for the school year. That teacher mentor provides support, encouragement and motivation to attend school regularly and achieve in the classroom.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We have cross curriculum and planning with middle school teachers. Incoming 9th graders visit the high school on a school day during the spring of their 8th grade year to learn about the school and take a guided tour. We also have an open house in the evening for incoming 9th graders and their parents in the spring of their 8th grade year. A few days before school starts, all incoming students can pick up their school-issued student computer laptop and incoming 9th graders can pick up their schedules, meet their teachers, and get a tour of the campus. We publish a curriculum guide for students and parents to provide communication of graduation and grade-level requirements. The RISE program is offered in conjunction with the local state college for college readiness. The AVID students take field trips to tour college campuses. Various academies also provide college field trips for students. Teachers go above and beyond the teaching expectations to ensure new students catch up with the class by allowing them to do less work until they are settled. Our students are supportive of their new classmates by helping to bring them up to date with class work. The counselors see that the new students are placed in the correct courses to ensure no loss of credits. We have student ambassadors to show new students around and help them get acclimated to the school. The AVID curriculum is being implemented in our Freshmen Transition Program. Students select a Raider Time teacher as their mentor for the school year. That teacher mentor provides support, encouragement and motivation to attend school regularly and achieve in the classroom.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

To use resources efficiently, our school uses data to identify trends and patterns. Resources are allocated and used to provide students with the best opportunities available to meet promotion and

graduation requirements. The master schedule is built to meet the academic needs and the interests of the students. MTSS is used to improve learning for all students. Tier 1 instruction is based on best practices and differentiated instruction and provided to all students. When students need instruction beyond what is provided universally, they are referred to Tier 2 where additional interventions and specialized instruction is provided. If the intensity of the interventions needs to increase, the student will move from Tier 2 to Tier 3. The process is overseen by the MTSS facilitator. Data showing the student's progress is collected frequently and reviewed by the MTSS facilitator, classroom teacher, intervention provider, and guidance counselor. Administration ensures the fidelity of the process. We have ESE support facilitators that provides assistance to students in the reading and math classrooms. We also have a Learning Strategies class for students with disabilities where they are given extra support.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

South Sumter High School hosts a College and Career Fair where students have an opportunity to explore many of the possibilities available upon graduation. Our community's business partners and a variety of college representatives attend and help students explore the possibilities.

South Sumter High School offers career planning courses with programs that, upon completion, students can receive industry standard certification. The programs offered include Medical Career, Agri-science, Child Care, Criminal Justice and Business. With the assistance from the school counselors, each student can be scheduled in any of these academies to find a relevant course of study for each student. The Exceptional Student program offers career preparation and career experience in the transition courses for students with disabilities. Counselors review course plans with students each year to support meaningful course and program selection maximizing opportunities for scholarships, articulated college credit, acceleration, and industry certification.

At the end of the year, we host Academy Awards Night where we recognize our business partners for their support and also recognize students for their achievements.

Part V: Budget

Total:	**$30,384.00**