

Hillsborough County Public Schools

Jule F Sumner High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	13
Positive Culture & Environment	15
Budget to Support Goals	16

Jule F Sumner High School

10650 COUNTY ROAD 672, Riverview, FL 33579

[no web address on file]

Demographics

Principal: Christine Wasylikiw

Start Date for this Principal: 9/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	16

Jule F Sumner High School

10650 COUNTY ROAD 672, Riverview, FL 33579

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Provide high-quality comprehensive curriculum and instruction that fosters an environment of confident, responsible, reflective, innovative, and engaged learners.

Provide the school's vision statement.

Work collaboratively, with stakeholders to ensure our students are successful citizens in a diverse and ever-changing global society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Brown, David	Principal	Oversee the implementation of the SIP and all school activities.
Fisher, Deanna	Assistant Principal	Oversee the implementation of the SIP,ILT, curriculum, teacher recruitment and retention as well as support PD opportunities for teachers.
Robinson, Ebony	Assistant Principal	Oversees functions of Student Affairs and discipline. Liaison for SAC.
Williams, Melvin	Assistant Principal	As APA, he oversees all facilities, maintenance requests, athletics, and assists with discipline.
Terry-Byrd, Jeanne	Assistant Principal	Oversee the implementation of the SIP, SEL, and support PD opportunities with Academy 2027 teachers as well as ILT.
Morgan, Lora	SAC Member	SAC Chairperson; schedule and oversee SAC meetings and SIP

Demographic Information

Principal start date

Monday 9/23/2019, Christine Wasylkiw

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

81

Total number of teacher positions allocated to the school

120

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	

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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	423	0	0	742	604	497	8	2274
Attendance below 90 percent	0	0	0	0	0	0	11	0	0	73	63	43	0	190
One or more suspensions	0	0	0	0	0	0	2	0	0	7	0	1	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	12	112	78	0	202
Course failure in Math	0	0	0	0	0	0	0	0	0	14	139	112	0	265
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	53	0	0	174	170	137	0	534
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	73	0	0	131	156	71	0	431

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	35	0	0	145	211	150	0	541

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/8/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		
The number of students identified as retainees:		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	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	0

The number of students with two or more early warning indicators:

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

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	56%	0%	52%	53%
ELA Learning Gains	0%	54%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	39%	41%
Math Achievement	0%	49%	51%	0%	51%	49%
Math Learning Gains	0%	48%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	45%	45%	0%	38%	39%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	0%	69%	68%	0%	62%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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	2019					
	2018					
Cohort Comparison						
10	2019					
	2018					
Cohort Comparison		0%				

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
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
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
2017 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Sumner High School is in its inaugural year, therefore there are no trends to review in relation to low performances.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There are no data components to review, therefore not able to know what contributed to the decline in performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

No data to review that contributed to gaps compared to state average.

Which data component showed the most improvement? What new actions did your school take in this area?

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

No EWS data available to review since this is year 1.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Rigorous reading and writing content across all curriculums specifically to improve ELA performance.
2. Improve student learning in math measured by the Algebra 1 and Geometry EOCs
3. To establish traditions and a positive school culture as it directly relates to student engagement, academic success, and teacher retention.
4. Build strong community engagement and business partnerships.
5. Increase participation in rigors coursework as evidence in successful completion of AICE exams.

Part III: Planning for Improvement

Areas of Focus:**#1. Culture & Environment specifically relating to Discipline**

Area of Focus Description and Rationale:	Discipline is a key element in achievement of goals, expectations, and responsibilities. Discipline creates a stress-free environment as students know the boundaries that are expected. It also assists students in creating set routines and provides structure. Admin, student services team, and teachers will continue to work towards utilizing restorative practices which allows the building of strong relationships while having high expectations in the classroom and throughout campus.
Measurable Outcome:	There is no data from previous year to review. In the 2020-2021 school year, students that display 1-2 disciplinary incidents will be referred to the next level of problem solving intervention to maximize academic success and achieve student's highest potential.
Person responsible for monitoring outcome:	Ebony Robinson (ebony.robinson@sdhc.k12.fl.us)
Evidence-based Strategy:	Through a multi-tier system, restorative practices are implemented for student behavior interventions along with positive behavior systems to support students maximizing academic instructional time.
Rationale for Evidence-based Strategy:	Restorative practices are an expectation of the school district. At Sumner, collaboration of the student services team and student affairs office will take place through the year to determine fidelity of interventions through use of discipline data. MTSS team will work together to plan for tier 2/3 student discipline needs to ensure students are achieving academic gains. All stakeholders will use district guides to fully implement restorative practices.

Action Steps to Implement

When student discipline arises, different action steps will be taken to involve the stakeholders for the entire child. Each level will include problem solving methods to best serve the student's individual needs.

1st level - Teachers

2nd level - Parent

3rd level - Student Services

4th level - Administration

Person Responsible Ebony Robinson (ebony.robinson@sdhc.k12.fl.us)

#2. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale: Jule F. Sumner High School's Instructional Leadership Team seeks to recruit and retain effective and highly effective teachers in order to ensure students' instructional needs are met. As a new school it is important to build a culture of rigorous learning. The ILT will provide support to teachers through collaborative systems and Professional Learning Communities. Teachers new to the profession will receive additional support from site-based and district-based leaders. With a collaborative teacher culture and little to no teacher movement, students will have a consistent educational experience. The retention of a faculty from year to year allows for on-going growth and development amongst professionals.

Measurable Outcome: The school plans to be fully staffed at the beginning of the school year and retain 85% of teachers from year to year.

Person responsible for monitoring outcome: Deanna Fisher (deanna.fisher@hcps.net)

Evidence-based Strategy: Faculty will build capacity with peers and administration through collaborative structures such as common planning, PLCs, team-building activities, and on-going meaningful professional development. This shared responsibility for students learning and teacher effectiveness is essential for teacher retention.

Rationale for Evidence-based Strategy: With a high teacher retention rate, policies and procedures stay consistent throughout the years which fosters trust among students. School traditions are built through teacher retentions and can drive a cohesive culture. With the retention of faculty from year to year, teachers will be able to obtain a deeper understanding of the curriculum allowing teachers to focus on authentic learning.

Action Steps to Implement

1. Identify teachers new to the profession and/or district and assign them a veteran buddy teacher
2. Establish the traits of an ideal Sumner teacher for recruitment. Take into account strengths and areas of growth already within school faculty
3. Create a master scheduled that allows for content-specific collaboration for PLCs

Person Responsible: Deanna Fisher (deanna.fisher@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A positive school culture starts at the top and filters down through the leadership team. Being that Sumner is in its inaugural year, a positive school culture is essential to success. This will be done through a collaborative effort of shared responsibility established through the Leadership Team. Communication is essential to build strong relationships among all stakeholders. Communication allows stakeholders to be informed on common goals, school expectations, strengths, and needs.

Building strong relationships between business partners, surrounding neighborhoods, Chamber of Commerce, local colleges and universities, PTSA, SAC, Clubs, Athletics, Boosters, etc are a few of the avenues that will/are being utilized to create an environment for stakeholders to be involved.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
2	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	\$0.00
Total:			\$0.00