

Sumter District Schools

South Sumter High School



2021-22 Schoolwide Improvement Plan

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South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: Allen Sh IR Ley

Start Date for this Principal: 8/19/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: C (52%)
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 Sumter 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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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. Through all of the COVID-19 barriers, we will reach our goals as we are "Backed by Tradition and Achieving Through Adversity!"

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Shirley, Allen	Principal	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Epperson, Christopher	Assistant Principal	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Miller, LaTonya	Assistant Principal	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Cook, Donna	Assistant Principal	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Lawrence, Kelly	Other	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Fussell, Amy	Instructional Technology	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Stewart, Danielle	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the

Name	Position Title	Job Duties and Responsibilities
		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.
Holloway, Lacy	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Breen, Catherine	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Breen, Charlie	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Cofield, Elizabeth	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Borum, Kimberly	Other	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Dunn, Jason	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.

Name	Position Title	Job Duties and Responsibilities
Borum, Jonathan	School Counselor	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Epperson, Kassy	School Counselor	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Moffitt, Stephanie	School Counselor	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Velazquez, Ricaldo	Assistant Principal	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Beserock, Kimberly	Other	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.
Wells, Patricia	Teacher, Career/ Technical	The Leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly every Tuesday 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.

Demographic Information

Principal start date

Wednesday 8/19/2020, Allen Sh IR Ley

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.*

8

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

1,030

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	310	250	236	214	1010
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	118	76	82	77	353
One or more suspensions	0	0	0	0	0	0	0	0	0	11	60	29	34	134
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	3	4	2	1	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	64	38	24	190
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	67	61	68	33	229
Number of students with a substantial reading deficiency	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	68	78	62	47	255

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	16	11	4	1	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	10	4	2	31

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	280	282	251	216	1029
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	40	27	22	130
One or more suspensions	0	0	0	0	0	0	0	0	0	68	5	40	37	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	43	27	22	19	111
Course failure in Math	0	0	0	0	0	0	0	0	0	28	15	19	28	90
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	61	52	39	27	179
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	42	45	56	26	169

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	78	51	65	42	236

The number of students identified as retainers:

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	9	3	3	2	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	1	1	6

2020-21 - 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	280	282	251	216	1029
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	40	27	22	130
One or more suspensions	0	0	0	0	0	0	0	0	0	68	5	40	37	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	43	27	22	19	111
Course failure in Math	0	0	0	0	0	0	0	0	0	28	15	19	28	90
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	61	52	39	27	179
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	42	45	56	26	169

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	78	51	65	42	236

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	9	3	3	2	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	1	1	6

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	57%	56%	59%	59%	56%
ELA Learning Gains				48%	48%	51%	56%	56%	53%
ELA Lowest 25th Percentile				37%	37%	42%	41%	41%	44%
Math Achievement				45%	45%	51%	44%	44%	51%
Math Learning Gains				46%	46%	48%	41%	41%	48%
Math Lowest 25th Percentile				50%	50%	45%	38%	38%	45%
Science Achievement				71%	71%	68%	70%	70%	67%
Social Studies Achievement				66%	66%	73%	77%	77%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	55%	59%	-4%	55%	0%
Cohort Comparison						
10	2021					
	2019	60%	62%	-2%	53%	7%
Cohort Comparison		-55%				

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
2021					
2019	72%	69%	3%	67%	5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	69%	-5%	70%	-6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	63%	-33%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	61%	-8%	57%	-4%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA and Math used USA Test Prep as a monitoring tool for the Winter. EOC and state testing was used for Spring.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	52	44
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	14	36
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	54	41
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	13	32
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	49
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	60	78
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	64	67
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	68
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	52	53
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	87
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	37	34	15	30	38	24	31		70	16
ELL											
BLK	40	46	47	16	13		26	53		100	25
HSP	49	52	36	19	21		51	54		97	46
MUL	56	54		55				82			

2021 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 2019-20	C & C Accel 2019-20
WHT	50	48	42	39	30	45	56	68		84	65
FRL	43	45	41	31	27	33	45	56		82	49
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
SWD	34	46	38	27	29	36	51	42		82	10
BLK	35	44	33	19	41	55	39	38		87	38
HSP	46	42	36	42	47	46	58	54		85	37
MUL	88	80		64						100	70
WHT	60	48	36	49	46	51	77	71		87	53
FRL	49	49	35	42	43	52	65	59		85	41
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	0
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math Learning Gains scores have declined over the last 4 years from a score of 50% to a score of 34%. A decrease in score of 44% to 34% was observed for the 20-21 school year. ELA Learning Gains have shown a similar trend with the scores dropping from 59% to 49%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Learning Gains in Math

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One contributing factor is students are administered the EOC before grasping all the mathematical concepts. A new math progression was designed to address the needs for improvement in math.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Bottom Quartile showed an increase from a 37% to a 41%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Implementation of an acceleration plan for those students identified with have a 2+ year deficient in skills. Also, the school implemented a planned period dedicated to closing the achievement gaps with certified ELA teachers working with the identified students.

What strategies will need to be implemented in order to accelerate learning?

A focused period for the identified students to work on ELA and Math skills with certified ELA and Math teachers. Students are grouped by their identified needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Monthly trainings focused on the skills needed for identified students.
District lead trainings for school leaders.
Quarterly PLC by Departments
Monthly data chats with students

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional interventionist to work with identified students along with an additional dedicated MTSS coordinator.
Continued monitoring of the data along with data chats with the Classroom Resource Teachers.
Weekly classroom walk-throughs to monitor the fidelity of reading classes along with focused AVID strategies implemented throughout all classrooms.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Students will show an increase in achievement in Mathematics. Students have difficulty mastering mathematical concepts because of the lack of fundamental math skills.

Measurable Outcome:

Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 55% of students will score proficient, 55% of students will display a learning gain and 55% of the students in the bottom quartile will display a learning gain on the Algebra 1 or Geometry EOC Exam.

Monitoring:

Students will be monitored monthly with USA Test Prep. IReady diagnostic will be administered at the beginning, mid and end of year as a monitoring tool.

Person responsible for monitoring outcome:

Charlie Breen (charles.breen@sumter.k12.fl.us)

Evidence-based Strategy:

Teachers will participate in monthly and quarterly 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.

Rationale for Evidence-based Strategy:

Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. 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, Desmos, AP classroom, USA Test Prep, Microsoft Teams, Padlet, MyMathLab, and Study Island. Students will be able to have increased use and understanding through personal student computers, e-binders for all courses, Study Island, Khan Academy, the 9th grade transition program, the after-school program, the Raider

Action Steps to Implement

1. Lessons will be monitored through classroom walk-throughs and observations.
2. Teacher formative assessments will be reviewed and analyzed.
3. Student achievement data will be reviewed and analyzed.

Person Responsible

Ricaldo Velazquez (ricaldo.velazquez@sumter.k12.fl.us)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Students will show an increase in achievement in English Language Arts. Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials. Students demonstrate lack of interest in 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 nonfiction text.

Measurable Outcome:

Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 64% of students will score proficient, 61% of students will display a learning gain and 50% of the students in the bottom quartile will display a learning gain on the FSA ELA Exams for 9th and 10th grades.

Monitoring:

Students will be monitored monthly with USA Test Prep. IReady diagnostic will be administered at the beginning, mid and end of year as a monitoring tool.

Person responsible for monitoring outcome:

Lacy Holloway (lacy.holloway@sumter.k12.fl.us)

Evidence-based Strategy:

Teachers will participate in monthly and quarterly 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.

Rationale for Evidence-based Strategy:

Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis in student engagement, to help students understand, practice and master reading comprehension to enhance student understanding of English language standards. Reading classes will utilize a new curriculum, Paths while ELA will begin a new 9th grade Pre-AP program for English 1. Students will be exposed to Springboard, CommonLit, Study Island, Khan Academy, Achieve 3000, CommonLit and differentiated instruction through attending class weekly in a computer lab setting. Students will be able to have increased use and understanding through personal student computers, e-bindings for all courses, Study Island, Khan Academy, Nearpod, CommonLit the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).

Action Steps to Implement

1. Lessons will be monitored through classroom walk-throughs and observations.
2. Teacher formative assessments will be reviewed and analyzed.
3. Student achievement data will be reviewed and analyzed.

Person Responsible

Christopher Epperson (christopher.epperson@sumter.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus	Students will show an increase in achievement in Science. Students have difficulty with content area reading comprehension and demonstrate a lack of interest with rigorous content area text.
Description and Rationale:	
Measurable Outcome:	Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 80% of students will score proficient on the Biology EOC Exam.
Monitoring:	Students will be monitored monthly with USA Test Prep.
Person responsible for monitoring outcome:	Shelbie Wiley (shelbie.wiley@sumter.k12.fl.us)
Evidence-based Strategy:	Teachers will participate in monthly and quarterly 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.
Rationale for Evidence-based Strategy:	Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. 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 concepts to enhance student understanding of science standards. Students 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-lead discussion and strategies on scientific current event issues. Students will be able to have increased use and understanding through personal student computers, e-binders for all courses, Study Island, Science News Online, Khan Academy, Gizmos, Nearpod, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/ RTI program (for identified students).

Action Steps to Implement

1. Lessons will be monitored through classroom walk-throughs and observations.
2. Teacher formative assessments will be reviewed and analyzed.
3. Student achievement data will be reviewed and analyzed.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Social Studies

Area of Focus	Students will show an increase in achievement in Social Studies. Students have difficulty with content area reading comprehension and demonstrate lack of interest with rigorous content area text.
Description and Rationale:	
Measurable Outcome:	Students will perform at or above grade on state testing; 80% of students will score proficient on the US History EOC Exam.
Monitoring:	Students will be monitored monthly with USA Test Prep.
Person responsible for monitoring outcome:	Danielle Stewart (danielle.stewart@sumter.k12.fl.us)
Evidence-based Strategy:	Teachers will participate in monthly and quarterly 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.
Rationale for Evidence-based Strategy:	Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. 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 concepts to 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, cooperative study groups, as well as educational technology tools and games like flip grid, ed puzzle and kahoot. Students will be able to have increased use and understanding through personal student computers, e-binders for all courses, Study Island, Khan Academy, Padlet, Flipgrid, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).

Action Steps to Implement

1. Lessons will be monitored through classroom walk-throughs and observations.
2. Teacher formative assessments will be reviewed and analyzed.
3. Student achievement data will be reviewed and analyzed.

Person Responsible LaTonya Miller (latonya.miller@sumter.k12.fl.us)

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:	Increase the number of students who are college and career ready. 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.
Measurable Outcome:	The percentage of students who graduate on time with an acceleration mechanism will increase to 66% or more.
Monitoring:	Weekly administrative walk-throughs to observe CTE skills being taught.
Person responsible for monitoring outcome:	Patricia Wells (patricia.wells@sumter.k12.fl.us)
Evidence-based Strategy:	<p>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.</p> <p>The acceleration report will be utilized to identify students who have not achieved an acceleration mechanism students will be enrolled appropriately during their 11th or 12th grade year in a CTE or dual enrollment course.</p> <p>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</p>
Rationale for Evidence-based Strategy:	<p>Status and graduate with a specialized AP high school diploma. The Pre-AP program has replaced English</p> <p>1 Honors to better prepare students in 9th grade for success throughout high school and to meet the prepare for the expectations of future AP courses. Students will be advised and counselled to ensure requirements for dual enrollment are achieved. Students who are college ready will be identified and appropriately enrolled in dual enrollment courses. New course offering for dual enrollment on-campus will offer students an entry level course for college credit without leaving campus and introduce students to college level courses. Informational meetings concerning the benefits of taking AP courses will be presented to students, parents and families.</p>

Action Steps to Implement

1. Students will be targeted by using the acceleration report to identify students who should be enrolled appropriately to become college or career ready.
2. Teacher formative assessments will be reviewed and analyzed.
3. Student achievement data will be reviewed and analyzed.
4. Students and teachers will implement the College Board Personal Progress Checks.
5. Teachers will have access to College Board Course and Exam Descriptions.

Person Responsible LaTonya Miller (latonya.miller@sumter.k12.fl.us)

#6. Culture & Environment specifically relating to Student Attendance**Area of Focus
Description
and
Rationale:**

Students will show an increase in attendance. A percentage of students do not recognize the importance of regular school attendance.

Measurable Outcome:

The school's average daily attendance will increase to 90% or more. The percentage of students with excessive absences will decrease to 12% or less. Graduation rate will increase to 90% or more.

Monitoring:

Graduation rate will be monitored with the utilization of a district Graduation Coach. Attendance will be monitored by weekly reports to have meetings with students and parents.

Person responsible for monitoring outcome:

Donna Cook (donna.cook@sumter.k12.fl.us)

Evidence-based Strategy:

Accurate attendance is recorded daily, every period. 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 school attendance a priority. Students with perfect attendance and zero unexcused absences are rewarded weekly and biquarterly, respectively. Students will advocate for themselves and monitor their 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.

Rationale for Evidence-based Strategy:

Students with good attendance learn more, get better grades and stay in school.

Action Steps to Implement

1. Attendance will be recorded daily, every period.
2. Students and parents will be notified when students miss school for unknown reason.
3. Teachers will create and maintain an engaging classroom that students want to attend and learn.
4. The message of regular school attendance and classroom success is emphasized throughout the school.

Person Responsible

Donna Cook (donna.cook@sumter.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00

5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00