

Sumter District Schools

# South Sumter Middle School



## 2021-22 Schoolwide Improvement Plan

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## South Sumter Middle School

773 NW 10TH AVE, Webster, FL 33597

[ no web address on file ]

### Demographics

**Principal: Melynda Shea**

Start Date for this Principal: 6/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (61%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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 Middle School

773 NW 10TH AVE, Webster, FL 33597

[ 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)
Middle School 6-8	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

### 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.**

SSMS will teach with commitment and conviction to provide all students with opportunities to achieve college and career success in a global community through rigorous instruction, forward thinking, and research based strategies that will equip each student with the skills necessary for college, careers, and life.

**Provide the school's vision statement.**

Inspiring all students to persevere and achieve lifelong success.

### 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
Camp, Joel	Principal	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Wyatt, Jennifer	Assistant Principal	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Field, Angeline	Administrative Support	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Lewis, Erin	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include</p>



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Gedeist, Shelby	Other	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Lashley, Debra	School Counselor	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Morrison, Stacy	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings,</p>

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Lowery, Cory	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Shirley, Desa-Rae	Other	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Tyson, Kimberly	Instructional Media	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing</p>

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White, Morris	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Williams, Gail	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Strickland, Keri	School Counselor	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings,</p>

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Landers, Pamela	Staffing Specialist	The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.
Ishee, Brie	Other	The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.
Frazier, Desiree	Teacher, K-12	The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.

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Woythaler, Amanda	Assistant Principal	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Paulynice, Shelly	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Moses, Dawn	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Giglotti, Deanna	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include</p>



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Grant, Gaylyn	Reading Coach	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Hart, Marcellus	Teacher, ESE	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Innes-Gajos, Maryann	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings,</p>

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Worrell, Cortny	Teacher, K-12	The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.
Caputo, Kelli	Teacher, K-12	The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders and support staff. The role and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also leads team, grade level and/or department meetings. During these meetings, updated are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.

## Demographic Information

### Principal start date

Friday 6/1/2018, Melynda Shea

**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.*

1

**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.*

23

**Total number of teacher positions allocated to the school**

59

**Total number of students enrolled at the school**

838

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

6

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

6

### 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	281	269	290	0	0	0	0	840
Attendance below 90 percent	0	0	0	0	0	0	93	88	116	0	0	0	0	297
One or more suspensions	0	0	0	0	0	0	102	90	3	0	0	0	0	195
Course failure in ELA	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	2	3	4	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	62	60	0	0	0	0	182
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	59	54	67	0	0	0	0	180
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	85	87	68	0	0	0	0	240

**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	3	6	4	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	2	5	3	0	0	0	0	10

**Date this data was collected or last updated**

Tuesday 9/14/2021

**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	292	273	304	0	0	0	0	869
Attendance below 90 percent	0	0	0	0	0	0	28	23	35	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	17	1	84	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	15	11	25	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	16	24	18	0	0	0	0	58
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	37	29	38	0	0	0	0	104
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	28	36	0	0	0	0	97

**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	40	32	61	0	0	0	0	133

**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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**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	292	273	304	0	0	0	0	869
Attendance below 90 percent	0	0	0	0	0	0	28	23	35	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	17	1	84	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	15	11	25	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	16	24	18	0	0	0	0	58
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	37	29	38	0	0	0	0	104
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	28	36	0	0	0	0	97

#### 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	40	32	61	0	0	0	0	133

#### 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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

## 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				59%	59%	54%	60%	60%	53%
ELA Learning Gains				56%	56%	54%	58%	58%	54%
ELA Lowest 25th Percentile				42%	42%	47%	47%	47%	47%
Math Achievement				67%	67%	58%	65%	65%	58%
Math Learning Gains				61%	61%	57%	60%	60%	57%
Math Lowest 25th Percentile				56%	56%	51%	53%	53%	51%
Science Achievement				53%	53%	51%	62%	62%	52%
Social Studies Achievement				74%	74%	72%	71%	71%	72%

### 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
06	2021					
	2019	57%	63%	-6%	54%	3%
Cohort Comparison						
07	2021					
	2019	59%	61%	-2%	52%	7%
Cohort Comparison		-57%				
08	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	65%	68%	-3%	55%	10%
Cohort Comparison						
07	2021					
	2019	67%	62%	5%	54%	13%
Cohort Comparison		-65%				
08	2021					
	2019	36%	47%	-11%	46%	-10%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	48%	53%	-5%	48%	0%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	70%	2%	71%	1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	63%	17%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	61%	39%	57%	43%

### Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready was used to progress monitor English Language Arts for 6th, 7th and 8th grades. I-Ready was used to progress monitor Mathematics for 6th, 7th, and 8th grades with the exception of Algebra and Geometry students in 7th and 8th grades. USA Test Prep was used for those students. USA Test Prep was also used to progress monitor 8th grade Science. Unify was used to progress monitor Civics students.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	39%	38%
	Economically Disadvantaged			
	Students With Disabilities	3%	9%	9%
	English Language Learners	16%	23%	27%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	35%	38%
	Economically Disadvantaged			
	Students With Disabilities	9%	8%	8%
	English Language Learners	17%	21%	26%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	47%	52%
	Economically Disadvantaged			
	Students With Disabilities	9%	12%	20%
	English Language Learners	39%	34%	44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	24%	33%
	Economically Disadvantaged			
	Students With Disabilities	0%	5%	8%
	English Language Learners	4%	24%	20%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		28%	
	Economically Disadvantaged			
	Students With Disabilities		3%	
	English Language Learners		0%	

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	27	35	26	32	25	22	32	44	47		
ELL	38	39	22	38	28	29		57			
BLK	28	38	28	37	34	29	19	47	42		
HSP	56	52	29	54	38	29	48	73	68		
MUL	48	46		51	40		75	57	67		
WHT	59	51	38	60	40	33	59	76	68		
FRL	49	46	34	51	39	31	47	66	59		
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	26	42	38	34	53	51	29	56	27		
ELL	38	41	35	58	74	73					
BLK	44	56	56	53	53	41	27	59	67		

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
HSP	60	57	49	71	64	67	50	76	65		
MUL	61	60		72	58						
WHT	60	56	36	68	61	56	59	74	71		
FRL	53	55	47	63	60	57	46	72	62		
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	29	45	39	34	48	42	41	42	69		
ELL	9	20		36	73						
BLK	46	57	60	52	49	50	53	75	60		
HSP	54	56	45	64	62	48	45	63	71		
MUL	65	57		73	52		70				
WHT	63	59	45	66	61	54	65	72	74		
FRL	55	56	47	62	58	49	55	67	68		

### 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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	55
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	54
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	47
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?

All grade levels and content areas need to increase in proficiency level. The bottom quartile in ELA and Math need to increase gains. Learning gains is the biggest area of focus for ELA and Math. All content areas except one trended downward from the last tested school year. Students with disabilities and English Language Learners are also in need of improvement in proficiency across all content areas in order to close the gap between themselves and their peers.

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

Learning gains for ELA and Math demonstrate the greatest need for improvement. Civics and Science both need to make proficiency gains.

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

Contributing factors include absenteeism due to quarantines from Covid. Contributing factors also include students being several grade levels behind in Math and ELA based on progress monitoring results. In order to improve, extra minutes have been added to the instructional day as a means for support and intervention. Additionally, an Acceleration team has been put into place to monitor data and implement interventions for students that are below grade level in order to help close the achievement gap for those students.

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

Science achievement increased from 53% in 2019 to 54% in 2021 according to the state assessments.

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

The contributing factors for improvement in Science achievement include the emphasis on science vocabulary logs and spiral reviews for the 8th graders. Earth science and life science teachers worked with 8th grade students to create a review session of key content area concepts prior to the statewide assessment.

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

Progress monitoring will take place monthly for all students. Interventions will be put into place for students that are identified as being significantly below grade level in the areas of Math and English

Language Arts. Interventions are to include working on personalized I-Ready pathways during pull out interventions as well as utilizing our staff interventionists in a small group setting to work with students on specific struggle areas for those students in both Math and English Language Arts. Teachers will meet monthly with the school data scientists to go over student data and address weaker domain areas and identify trends in the data. This data will be used to modify instruction to address the needs of the students. High engagement AVID strategies will be utilized across all content areas to promote success in Reading, Writing and Higher Order Thinking.

**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.**

Professional development opportunities that will be provided at the school will include utilizing high engagement AVID strategies, facilitating high engagement technology use in the classroom, interpreting and utilizing progress monitoring data to make instructional decisions, and building relational capacity with students.

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

Professional Learning Communities will meet weekly to discuss instructional strategies as well as data analysis. Progress monitoring will continue in order to identify struggling students. This data will be used to make instructional decisions and implement interventions as needed.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	The ELA achievement decreased by 4% from 2019 to 2021. Learning gains in ELA decreased by 6% from 2019 to 2021. Intensive remediation and supplemental support will lead to increased ELA achievement and overall success in other academic areas.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	SSMS students will improve the ELA school grading component from 46% in 2020-21 to 62% in 2021-22.
<b>Monitoring:</b>	Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.
<b>Person responsible for monitoring outcome:</b>	Joel Camp (joel.camp@sumter.k12.fl.us)
<b>Evidence-based Strategy:</b>	Students will use AVID strategies in all classes. Students scoring a Level 1 in ELA will be enrolled in an Intensive Reading class. The Reading coach will provide resources and guidance to help teachers focus on specific skills. Teachers will be trained and use Core Connections writing strategies to increase proficiency in text-based writing and mapping of the text. Teachers will use Curriculum maps and timelines to ensure all ELA standards are taught. Increasing rigor and providing additional texts will create greater challenge for students in addition to the HMH curriculum. Writing rubrics will be discussed with students and reviewed after each formative assessment. The ELA department will meet to participate in data chats. Additionally, ELA teachers will use data to help students chart their progress on formative assessments. ELA teachers will assist other teachers in facilitating "writing to learn" across the curriculum.
<b>Rationale for Evidence-based Strategy:</b>	We believe that the use of the strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through Intensive Reading classes, Common Lit, individual interventions put into place by the Acceleration team, and individual and small group support in the classroom. These strategies have proven successful in closing the achievement gap. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

**Action Steps to Implement**

Educators will make consistent use of data throughout the school year to improve instruction.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Teachers and the leadership team will monitor the fidelity of these interventions.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Based on the data, the school needs to increase the achievement in Math since in dropped 11% from 2019 to 2021. Learning gains also decreased from 61% to 39% from 2019 to 2021. Intensive remediation and supplemental support will lead to increased mathematics achievement as well as allow students to understand how to solve real world mathematical problems.

**Measurable Outcome:** SSMS students will improve the mathematics school grading component from 43% in 2020-21 to 65% in 2021-22.

**Monitoring:** Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.

**Person responsible for monitoring outcome:** Joel Camp (joel.camp@sumter.k12.fl.us)

**Evidence-based Strategy:** AVID strategies will be used across all content areas. Students will be given additional time to practice math skills daily during Raider Time on iXL. Teachers will follow curriculum maps and timelines to ensure all standards are taught. Professional Learning Communities will plan and collaborate with other teachers to develop lesson plans to address student weaknesses. Select underperforming students will participate in an after-school program if funds are available. Students that are identified to be significantly behind grade level will be provided additional instructional time on I-Ready or small group instructional time with the Acceleration team to ensure mastery of math standards.

**Rationale for Evidence-based Strategy:** We believe that the use of these strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through Raider Time, I-Ready, interventions with the Acceleration team and individual and small group support in the classroom. These strategies have proven successful in closing the achievement gap. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

**Action Steps to Implement**

Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Teachers and the leadership team will monitor the fidelity of these interventions.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus</b>	Based on the data, the school wants to continue the trend of increasing Science achievement. Intensive remediation and supplemental support will lead to increased Science achievement and overall success in solving real world science problems.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	SSMS students will show an increase in student achievement on the FCAT Science 2.0 assessment from 54% in 2020-21 to 62% in 2021-22.
<b>Monitoring:</b>	Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.
<b>Person responsible for monitoring outcome:</b>	Joel Camp (joel.camp@sumter.k12.fl.us)
<b>Evidence-based Strategy:</b>	Teachers will follow the district curriculum map and course timeline for prioritized skills to ensure all students receive guaranteed and viable curriculum and use data to drive instruction. Science teachers will increase hands-on, guided inquiry lessons, incorporating writing and AVID strategies and collaboration. Professional Learning Communities will plan and collaborate with other teachers to develop lesson plans that address student background knowledge weakness throughout a lesson. Students will increase real world setting science experience by participating in Environmental Science Activities through the Sumter Environmental Education Center for 6th grade, 7th grade Water Quality with the Marine Science Center, and the 8th grade solar car race. All students will complete a science project using the scientific method and also use STEM activities. Teachers will incorporate content area reading strategies and specific vocabulary strategies to increase student comprehension of science text through the use of AVID strategies.
<b>Rationale for Evidence-based Strategy:</b>	We believe that the use of these strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through real-world, inquiry based lessons and individual and small group support in the classroom. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

**Action Steps to Implement**

Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Teachers and the leadership team will monitor the fidelity of these interventions.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

**#4. Instructional Practice specifically relating to Social Studies**

<b>Area of Focus Description and Rationale:</b>	Based on the data, the school wants to increase the Civics EOC achievement. Achievement decreased 1% from 2019 to 2021. Intensive remediation and supplemental support will lead to increased Civics achievement as well as allow students to understand how Civics applies to their lives in the real world.
<b>Measurable Outcome:</b>	SSMS students will show an increase on the Civics EOC from 73% in 2020-21 to 80% in 2021-22.
<b>Monitoring:</b>	Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.
<b>Person responsible for monitoring outcome:</b>	Joel Camp (joel.camp@sumter.k12.fl.us)
<b>Evidence-based Strategy:</b>	Teachers will incorporate Civics concepts into ELA lessons as appropriate. Civics teachers will collaborate to develop lessons that focus on necessary targets. AVID strategies will be used across content areas. Students will use Data Based Questioning projects to further their understanding of the Civics standards. Students will participate in a standards review prior to the Civics EOC.
<b>Rationale for Evidence-based Strategy:</b>	We believe that the use of the strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through DBQ projects, connecting Civics to other subject areas, and individual and small group support in the classroom. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

**Action Steps to Implement**

Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Teachers and the leadership team will monitor the fidelity of these interventions.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

**#5. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	The 2019 ESSA data showed that students with disabilities met 40% of the federal index and are below the 41% ESSA requirement. Intensive remediation and supplemental support will led to increased performance and overall success for students in their academic classes.
<b>Measurable Outcome:</b>	SSMS students with disabilities will show an increase in the ESSA federal index from 40% in 2018-19 to 41% in 2020-21.
<b>Monitoring:</b>	Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.
<b>Person responsible for monitoring outcome:</b>	Joel Camp (joel.camp@sumter.k12.fl.us)
<b>Evidence-based Strategy:</b>	AVID strategies will used across all content areas. iXL, Common Lit and I-Ready will be used to supplement standards instruction. Students with disabilities scoring a Level 1 on their ELA FSA will be enrolled in an Intensive Reading course. Timelines, curriculum maps, and access point guidelines will direct teacher instruction. Inclusion support services will be utilized across content areas to provide extra support to students with disabilities. Select underperforming students with disabilities will participate in the after school program if funds are available. Students with disabilities that are identified as being significantly below grade level will have I-Ready or Acceleration team interventions put into place weekly.
<b>Rationale for Evidence-based Strategy:</b>	We believe that the use of these strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through Intensive Reading classes, Common Lit, inclusion support services, I-Ready, Acceleration team interventions, and individual and small group support in the classroom. These strategies have proven success in closing the achievement gap. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

**Action Steps to Implement**

Educators will make consistent use of progress monitoring data throughout the school year to improve instruction.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

**Person Responsible** Joel Camp (joel.camp@sumter.k12.fl.us)

Teachers and the leadership team will monitor the fidelity of these interventions.

**Person Responsible** Joel Camp (joel.camp@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.

**Students will show a decrease in the area of discipline specifically in number of long forms. Parent calls/notes, parent conferences, lunch detention, PBIS strategies and short conduct forms will be used as interventions for student behavior. Discipline data will be monitored monthly by school leadership and the PBIS team. Data will be analyzed to determine areas of focus throughout the school year to incorporate new positive behavioral intervention strategies.**

#### **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.**

The school addresses building a positive school culture and environment by developing a school culture plan. The school culture plan encompasses social-emotional learning, mental health support and education, positive behavioral intervention strategies and attendance intervention strategies. Students receive instruction in mental health via Edgenuity curriculum. Counseling support is put into place for students that may need it. Staff focus on building relational capacity with students to support a safe and nurturing environment for learning. Teachers are trained in culturally relevant teaching in order to bridge the gap and make instruction meaningful to students across cultures. Student attendance is rewarded monthly and quarterly to place importance on attending school.

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

The school completes a Parental Involvement Plan (PFEP) which is accessible through the district website. Various activities are held throughout the year which encourage parent involvement in SSMS. These activities include AVID nights, AVID contract signing night, orientation for each grade level and conference nights. These events allow parents to meet with teachers and to be active participants in their children's academic journey at SSMS. Partnerships with local businesses have been established to ensure students have the supplies they need for school. The school receives donations such as bookbags, general school supplies, as well as clothing for those students that are in need. These partnerships secure the items students need so that they can focus on their studies and not worry about the things they need for school. They are also invited to present at various Career Day activities held throughout the year on campus to provide the students with information on possible future career opportunities and to provide students with the tools needed to become college and career ready.



Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$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: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00