

Hillsborough County Public Schools

Jule F Sumner High School



2022-23 Schoolwide Improvement Plan

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Jule F Sumner High School

10650 COUNTY ROAD 672, Riverview, FL 33579

[no web address on file]

Demographics

Principal: Christine Wasylikiw

Start Date for this Principal: 2/1/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Jule F Sumner High School

10650 COUNTY ROAD 672, Riverview, FL 33579

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2021-22	2020-21
Grade	C	

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Nelson, Robert	Principal	Mr. Nelson oversees and is responsible for daily operations of the school, financial operations, personnel, public relations, school policy regarding discipline, coordination of the instructional programs, and other overall school matters. He plays an essential role promoting the school mission and vision to all stakeholders and creating a safe environment for students to excel.
Williams, Melvin	Assistant Principal	Assemblies Athletics (Coaches/Business Manager) Cafeteria Supervisor Calendar of Events Classes, Club, and Organizations Activities Classroom Observation/ PLCs (Science) Crisis Intervention Coordinator Custodian/Maintenance Operations Driver's Education Vehicles Elevator Keys Evacuation Coordinator Facility Utilization/Rentals Field Trip Coordinator F.I.S.H. Report Fundraising Activities Graduation Ceremony Health/Safety Coordinator Keys PNE/ACP Team Member Property Inventory (School-Wide) Referral/Suspension Appeals School Nurse Liaison Secretary Supervisor
Morgan, Lora	Other	Provides support to an assigned group of students in need of obtaining graduation benchmarks SAC/SIP Coordinator FACE Ambassador Assist Admin Staff with daily duties and needs of the school
Wasylikiw, Christine	Assistant Principal	Acting Principal in Principal's Academic Policies and Procedures Bell Schedules Certification Requirements/ Assignments Classroom Observations/ PLCs - (English/Reading) Data Processing Coordinator Department Heads F.T.E. Guidance/Supportive Services Interns Indebtedness-School Wide Master Schedule

Name	Position Title	Job Duties and Responsibilities
		TIP/TOP/ACP Co-Coordinator Programming District Accreditation Liaison School Advisory Committee (S.A.C.) Liaison School Newsletters (Sumner HS) Backup (to Nelson) Staff Development Student Orientations Substitutes Shadowing Teacher Recognition Testing (Sumner HS) Textbooks Unit Allocation

Demographic Information

Principal start date

Monday 2/1/2021, Christine Wasylikiw

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

172

Total number of students enrolled at the school

3,827

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

27

Identify the number of instructional staff who joined the school during the 2022-23 school year.

48

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	340	906	970	905	715	3836
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	249	257	252	234	1024
One or more suspensions	0	0	0	0	0	0	0	0	0	39	161	147	136	106	589
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	2	150	0	152
Course failure in Math	0	0	0	0	0	0	0	0	0	2	6	93	153	0	254
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	82	259	259	276	0	876
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	98	248	261	0	0	607
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	5	0	42	32	12	0	91

Using the table above, complete the table below with the number of students by current grade level who have 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	7	0	96	90	118	140	451	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	20	1	1	0	22	

Date this data was collected or last updated

Tuesday 8/30/2022

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	390	0	910	906	718	565	3489
Attendance below 90 percent	0	0	0	0	0	0	0	53	0	218	318	236	198	1023
One or more suspensions	0	0	0	0	0	0	0	54	0	107	99	54	38	352
Course failure in ELA	0	0	0	0	0	0	0	34	0	647	491	507	0	1679
Course failure in Math	0	0	0	0	0	0	0	23	0	958	578	327	0	1886
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	10	0	48	56	37	80	231

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	390	0	910	906	718	565	3489
Attendance below 90 percent	0	0	0	0	0	0	0	53	0	218	318	236	198	1023
One or more suspensions	0	0	0	0	0	0	0	54	0	107	99	54	38	352
Course failure in ELA	0	0	0	0	0	0	0	34	0	647	491	507	0	1679
Course failure in Math	0	0	0	0	0	0	0	23	0	958	578	327	0	1886
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	10	0	48	56	37	80	231

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	52%	51%					56%	56%
ELA Learning Gains	47%							54%	51%
ELA Lowest 25th Percentile	31%							41%	42%
Math Achievement	39%	39%	38%					49%	51%
Math Learning Gains	46%							48%	48%
Math Lowest 25th Percentile	49%							45%	45%
Science Achievement	48%	46%	40%					69%	68%
Social Studies Achievement	66%	49%	48%					75%	73%

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

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
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	36	29	23	42	46	29	38			
ELL	16	36	36	22	44	49	23	42			
ASN	80	82		71	56			94			
BLK	39	44	30	31	41	54	41	61			
HSP	39	45	34	33	44	46	42	58			
MUL	52	42	17	51	49		64	74			
WHT	57	50	25	58	54	50	72	82			
FRL	35	43	31	32	42	48	43	57			
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	20	33	30	23	36	30	47	36			
ELL	17	36	33	25	33	29	41	24			

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
ASN	75	54		70	53		90				
BLK	41	47	39	38	40	42	57	51			
HSP	35	42	34	35	33	27	58	51			
MUL	54	39		48	35		86	67			
WHT	59	58	39	60	54	51	73	85			
FRL	35	43	36	33	32	28	56	51			
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
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	29
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The only category that students are scoring on par with the state is the level 3 for the FSA ELA, which demonstrates that teachers are teaching towards an average, but need more remediation and acceleration implementations. Students scoring at level 1's and 2's are higher than the state, and students scoring at levels 4's and 5's are scoring lower than the state for both 9th and 10th grade. Across the board, students are performing at about 50% for each skill level tested on the FSA ELA test--demonstrating that there is a need to improve reading and writing skills across all skill sets. For the majority, algebra and geometry students are displaying improvements in skillsets in 8-11th grade demonstrating immense growth. Seniors were the most struggling group, which would indicate that there is a need for greater remediation for our most struggling students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement would be our reading and writing skills as we improved the least in this category with only 4%. Aside from that, we are only meeting each category of skills at just about 50% accuracy. When looking at the history assessment, we went down 3%. This correlates to the reading skills as the history assessment is heavily embedded with reading. The two subjects and skillsets correlate. When looking at our biology scores, we went down 13% in proficiency. Biology is another area of improvement. In 2021, we tested 378 ninth graders (69% prof.) and 97 tenth graders (40% prof.). In 2022, we tested 391 ninth graders (72%), 361 tenth graders (29% prof.), and a few others. Look at those numbers... ninth grade increased by 3%. Tenth grade decreased 11%, but we tested 260 more students. Many of the tenth graders were in our Env. Science course in 2021 and are most struggling students.

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

The contributing factors to this need for improvement would be lost instructional time due COVID-19 quarantines, teacher shortage, and substitute shortage. In order to address this need for improvement, we have to provide teachers with alternate strategies for reading and writing that both engage learners, but also focus on the skills tested. Students need to build reading stamina, vocabulary, and the ability to connect ideas. Adding more opportunities for professional development in this area along with coaching cycles would aid teachers in gaining the tools they need to promote academic achievement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our greatest area of improvement would be in math. In 2021, for algebra 1 we tested 224 ninth graders (25% prof.) and 130 tenth graders (13% prof.) for a total of 21%. In 2022, we tested 70 seventh graders (87% prof.), 239 ninth graders (41%), 187 tenth graders (17%), and a few 11th/12th graders. In 2021, for geometry we tested 242 ninth graders (57% proficient), 148 tenth graders (32%), 96 eleventh graders (17%) and ZERO seniors. In 2022, we tested 219 ninth graders (69%), 157 tenth graders (41%), 142 eleventh graders (16%), and 104 seniors (6%). Ninth grade increased by 12% and tenth grade was 9%. The volume of students increased drastically and there was still improvement.

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

Phenomenal teachers teaching with fidelity, providing daily tutoring at all hours of the day, and bootcamps have led to this improvement. We increased the accessibility to these support systems so that students had flexibility in attending

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

We will need to implement continuous reading and writing strategies that will correlate and transcend to all subject areas. This will be implemented through the school's four instructional principles: academic conversations, close observation and analysis, evidenced-based writing, and higher-order questioning

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.

In order to properly implement the above content and strategies, monthly professional development opportunities will be provided to teachers to be trained in best practices to develop our shared principles and need skills. Aside from that, we will be adding two teacher-talent development (TTD) coaches that will be completing coaching cycles with new teachers and teachers who want the coaching. These TTD's will also open their classrooms as demonstration classrooms for others to learn from. Our administration is also conducting weekly walk-throughs with feedback forms so that teachers can gain instant feedback and suggestions.

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

Additional services that have been added to implement sustainability of improvement is that we now have two success coaches on campus to assist with our most at-risk students. They will meet with these student monthly as a mentor and resource. We also are implementing a success lab near the cafeteria so students have access to computers during their lunches as well as tutors.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Per the data reviewed (FSA), it was noted that teachers were only teaching to the average performing student due to the level 3 being the only section that the state and our school are aligned. This would indicate that teachers need more strategies and awareness of remediation and acceleration. Through the PLC's teacher data will reveal which areas of focus need remediation and which areas need acceleration. Through collaborative efforts, teachers will decide on the best practice for meeting those needs.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers will submit common assessment data once a month.
Teachers will plan a lesson using best practices based off the data and then reassess students.
Next month's data will demonstrate if students improved or not after using the strategy and lesson.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

PLC members will self-monitor and hold each other accountable through submitting and discussing data monthly. Administration will check the documents submitted to the PLC teams page, and they will also conduct walk-throughs to observe how the meetings are ran and help guide when needed.

Person responsible for monitoring outcome:

Christine Wasylikiw (christine.wasylikiw@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The strategy is to conduct bi-weekly learning communities. This is where all common teachers (grouped by subject they teach and grade level) come together to analyze their common data and design lessons that address areas of need. Areas of need could be where remediation is needed or where areas of acceleration are needed.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.

Peer learning communities have been successful and have demonstrated various positive results. One such is that it fosters leaders within teachers. When our teachers feel strong and confident, they teach better. The evidence PLC requires will create a confidence in teachers in the classroom so that they have proof of what they are teaching and why. The diversity of the groups allows for the new ideas and strategies to be shared and implemented so teachers can try new techniques towards growth. Peer learning communities also stem awareness, and teachers need to be aware of where their students skill levels are.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLCs will meet twice per month. Once a month, common data will be analyzed to see identify areas of focus. On the second month, teachers will plan and choose best practices to implement as well as plan the next common assessment to assess if the area of focus need was met. Data will be submitted to administrators and ILT teams for review to offer extra support where needed.

Person Responsible

Christine Wasylikiw (christine.wasylikiw@hcps.net)

#2. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We have several first year teachers at our school that need accessible leadership. Administration and student success coaches are available, but are in high-demand by the entire school. Having someone within their own team who is a leader and trained creates more flexible coaching cycles and help for all teachers. Only 37% felt confident in understanding difficult concepts in class, so having teachers use strategies that better address these concepts would benefit student success.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome will be that more teachers will feel that they have leadership opportunities and that they are being provided beneficial support through the insight Panorama Survey. We will also know if this is affective by the student insight Panorama Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration checks and approves all information that is put out for professional development and to PLC's.

Person responsible for monitoring outcome:

Robert Nelson (robert.nelson@hcps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The ILT team is utilizing the assess, plan, do, check method. A core ILT team meets to analyze school-wide data and choose a focus point. Then, the entire ILT meets to approve that focus based on the data to plan appropriate professional development opportunities. Then, those ILT members facilitate the PD's and pass on the information to their PLC's.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We have several first year teachers at our school that need accessible leadership. Administration and student success coaches are available, but are in high-demand by the entire school. Having someone within their own team who is a leader and trained creates more flexible coaching cycles and help for all teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly new teacher meetings - Hulya Tasci facilitates these meetings.
Observations - Admin Team

Person Responsible Christine Wasylikiw (christine.wasylikiw@hcps.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the Federal Index data, three areas of focus are needed for the upcoming school year. Students with Disabilities, English Language Learners, and Students that are economically disadvantaged.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All three areas of focus need to be increased to at least 41% according to the Federal Index. Students with disabilities need to be increased by 12%, English Language Learners need to be increased by 8% and Economically Disadvantaged by 1%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring will occur in core subjects then discussed in PLCs. This allows interventions to be provided such as one on one pullouts instructions utilizing our para professionals and coaches that are specifically trained in their subject. We will provide extra opportunities for assistance through ELP for all courses. An incentive program will be utilized to encourage and motivated the subgroups.

Person responsible for monitoring outcome:

Christine Wasylikiw (christine.wasylikiw@hcps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilizing the tiers system by breaking down students who fall below the Federal Index and monitoring them through MTSS and other resources such as success coaches, case managers, school counseling, and psychologist.

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These students in the ELL, ESE, and Economically Disadvantage categories benefit greatly from having wrap-around services. This early warning method alerts all involved to provide preventative measures versus reactive measures.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELP - Morning, lunch, afternoon, and Saturdays

Bootcamps target for subgroups

Coaches - Success Coaches, math and literacy coach

Paras - ELL and ESE

Resources available such as school supplies, clothes, food, etc.

Person Responsible

Christine Wasylikiw (christine.wasylikiw@hcps.net)

#4. Positive Culture and Environment specifically relating to post secondary readiness**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Post Secondary Readiness is always a focus of high schools. Sumner High School has been intentional with this area of focus due to the addition of a college and career counselor, two success coaches, the expansion of the AICE program, and the expansion of courses that give industry certification such as culinary classes, business tech, etc.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Sumner High School will increase post-secondary readiness for all students this school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Sumner has increased the number and variety of AICE Courses for all students. AICE Lead Teacher monitors and attends PLCs, classroom walk throughs, conducts observations along with Admin. Sumner has also added a College and Career Advisor that will promote and conduct multiple post secondary options and provide resources for students.

Person responsible for monitoring outcome:

Christine Wasylkiw (christine.wasylkiw@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

All 11th graders have been scheduled into AICE General Paper for the 2022-2023 school year due to the high passing rate of this exam.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This course will allow for student readiness for the public postsecondary level. ELP will be provided for free for all students and bootcamps will be highly encouraged for our AICE students prior to exam time. Workshops will be provided by our College and Career Advisor for parents and students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following actions steps are/will be done in order ensure student readiness for the public postsecondary level

Hiring of a new College and Career Counselor

Implementation of AICE Gen Paper to all 11th graders

Expansion of AICE programs and courses offered

Intentional with Industry Certifications and course scheduling

Person Responsible

Robert Nelson (robert.nelson@hcps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Sumner high school is building a positive school culture by establishing a community of excellence that inspires belonging and respect while honoring individuality and diversity. Sumner High will be intentional about building a positive culture amongst faculty and students. Monthly, we will highlight faculty members who are making a difference on campus and coordinate faculty team building activities. We have a Tier 1 school wide incentive program for our students who are meeting the ABC (Attendance, Behavior and Coursework) requirements. We are also creating a Student Leadership Team to allow students to voice their concerns and make suggestions on how we can continue to make our campus better. This school year will be filled with spirited competition, recognition for excellence and team building activities for students and faculty.

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

ILT- Instructional Leadership Team made up of essential staff members who are the eyes and ears of the school.

SAC - School Advisory Council made up of parents, staff, admin, community partners, and students.

PTSA - They assist with events for staff and students.

Student Services Team - Counselors, Social Worker, Psychologist, Student Success Coaches, CCRT

SGA - Student Government Association holds one of the most important rolls in creating a positive school culture by creating a welcoming atmosphere, setting up events for the student body, etc.

Unity Club- Comprised of students leaders from all walks of life living out Sumner High Schools motto: Unity Through Diversity