South Sumter High School

2022-23 Schoolwide Improvement Plan

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South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: Allen Sh IR Ley

Start Date for this Principal: 8/19/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: B (56%) 2017-18: B (55%)
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 Sumter County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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South Sumter High School

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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	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Shirley, Allen	Principal	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Epperson, Christopher	Assistant Principal	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Miller, LaTonya	Assistant Principal	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Cook, Donna	Assistant Principal	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Lawrence, Kelly	Other	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Fussell, Amy	Instructional Media	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also

Name	Position Title	Job Duties and Responsibilities
		serves as the AVID site team, determining implementation plans for that school-wide initiative.
Stewart, Danielle	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Holloway, Lacy	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Breen, Catherine	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Breen, Charlie	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Cofield, Elizabeth	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Parks, Brandie	Other	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday

Name	Position Title	Job Duties and Responsibilities
		morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Borum, Jonathan	School Counselor	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Epperson, Kassy	School Counselor	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Moffitt, Stephanie	School Counselor	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Beserock, Kimberly	Other	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Dunn, Jason	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.

Name	Position Title	Job Duties and Responsibilities
Hunt, Shelly	Other	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
Swartzfager, David	Teacher, Career/ Technical	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.
McClanahan, Sandra	Teacher, K-12	The Leadership team makes important decisions to lead and coordinate the improvement of the school. The team meets weekly every Tuesday morning to discuss the day-to-day life of the school, make decisions about the curriculum, instruction, and professional learning, as well as opportunities to engage families and the community. This body also serves as the AVID site team, determining implementation plans for that school-wide initiative.

Demographic Information

Principal start date

Wednesday 8/19/2020, Allen Sh IR Ley

Number of teachers with a 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.*

1

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.*

9

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

1,036

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.
14

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	1	0	293	303	217	222	1036
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	71	86	66	324
One or more suspensions	0	0	0	0	0	0	0	0	0	11	60	29	34	134
Course failure in ELA	0	0	0	0	0	0	0	0	0	48	34	45	16	143
Course failure in Math	0	0	0	0	0	0	0	0	0	39	42	27	12	120
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	62	63	37	26	188
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	7	47	66	58	178
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	117	78	53	64	312

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	18	10	4	2	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	9	0	1	13

Date this data was collected or last updated
Friday 9/30/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	68	78	62	47	255

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	16	11	4	1	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	10	4	2	31

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	310	250	236	214	1010
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	118	76	82	77	353
One or more suspensions	0	0	0	0	0	0	0	0	0	11	60	29	34	134
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	3	4	2	1	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	64	38	24	190
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	67	61	68	33	229
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	68	78	62	47		255

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	16	11	4	1		32
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	10	4	2		31

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	53%	53%	51%				57%	57%	56%
ELA Learning Gains	52%						48%	48%	51%
ELA Lowest 25th Percentile	35%						37%	37%	42%
Math Achievement	42%	39%	38%				45%	45%	51%
Math Learning Gains	40%						46%	46%	48%
Math Lowest 25th Percentile	29%						50%	50%	45%
Science Achievement	59%	42%	40%				71%	71%	68%
Social Studies Achievement	60%	39%	48%				66%	66%	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	72%	69%	3%	67%	5%

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	64%	69%	-5%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	63%	-33%	61%	-31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	61%	-8%	57%	-4%

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	17	34	32	17	31	25	32	34		82	33
ELL	8	23									
BLK	20	30	41	13	33		25	42		83	47
HSP	51	53	39	46	54		54	57		95	61
MUL	63	62		57	58		59				
WHT	56	54	31	43	36	21	64	63		92	69
FRL	46	46	37	37	41	26	56	52		89	60
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	37	34	15	30	38	24	31		70	16
ELL											
BLK	40	46	47	16	13		26	53		100	25

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
HSP	49	52	36	19	21		51	54		97	46
MUL	56	54		55				82			
WHT	50	48	42	39	30	45	56	68		84	65
FRL	43	45	41	31	27	33	45	56		82	49

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	46	38	27	29	36	51	42		82	10
BLK	35	44	33	19	41	55	39	38		87	38
HSP	46	42	36	42	47	46	58	54		85	37
MUL	88	80		64						100	70
WHT	60	48	36	49	46	51	77	71		87	53
FRL	49	49	35	42	43	52	65	59		85	41

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	53
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	526
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	16
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	57
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	60
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	53
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

ELA Bottom Quartile Learning Gain scores have declined over the last 4 years from a score of 42% to a score of 36%. A decrease in score of 41% to 36% was observed for the 21-22 school year. Math 25% Learning Gains have shown a 7% increase from 20-21 to 21-22.

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

Bottom Quartile Learning Gains in English from the FAST PM1 to FAST PM3.

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

One contributing factor to the downward trend is the lack of focus on small group instruction and collaboration. New actions taken to address the need for improvement is a greater emphasis on collaboration and small group instruction. Through a focused Raider Time, a certified Reading Teacher, and a dedicated Reading Interventionist, we will be working with targeted students.

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

Math Learning Gains showed an increase from a 34% to a 41%.

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

A new math progression was designed to address the needs for improvement in math. A math interventionist provided small group instruction for struggling students.

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

A focused period for the identified students will be implemented to work on ELA and Math skills. Certified ELA and Math teachers will serve students who are grouped by their identified needs.

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

Monthly training focused on the skills needed for identified students
District lead training for school leaders
Quarterly PLC
Monthly data charts with students

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

An additional interventionist will directly work with the identified students in Math and ELA, along with an additional dedicated MTSS coordinator.

Continued data monitoring along with charts and the Instructional Resource Teachers.
Weekly classroom walk-throughs to monitor the fidelity of reading classes along with focused AVID strategies implemented throughout all classrooms.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students will show an increase in achievement in Mathematics. Students have difficulty mastering mathematical concepts because of the lack of fundamental math skills.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will perform at or above grade level and/or demonstrate increased proficiency on state testing; 62% of students will score proficient, 62% of students will display a learning gain, and 62% of the students in the bottom quartile will display a learning gain on the Algebra 1 or Geometry EOC Exam.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored monthly with the use of Progress Learning. Progress Learning diagnostic will be administered at the beginning, middle, and end of the year as a monitoring tool.
Person responsible for monitoring outcome:	Charlie Breen (charles.breen@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings, and professional learning communities to share expertise and work collaboratively to improve teaching skills, and the academic performance of students. Teacher will utilize common assessments which are aligned to the standards.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text, and focused notes, with an emphasis on student engagement, to help students understand, practice and master math concepts. To enhance student understanding of mathematical standards, students will be exposed to MathNation, Khan Academy, Desmos, AP Classroom Progress Learning, Microsoft Teams, Padlet, and MyMathLab. Students will be able to have increased use and understanding through personal student computers and e-binders for all courses: Khan Academy, the 9th Grade Transition Program, the after school program, and Raider Time.

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.

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

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students will show an increase in achievement in English Language Arts. Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials. Students demonstrate lack of interest in comprehension of non-fiction, as well as practice on extended non-fiction passages. Students lack vocabulary skills and have insufficient fluency in reading. Students struggle to identify question types and which reading strategy is appropriate for answering questions. Students struggle to write in response to literary and nonfiction text.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students performance will increase in proficiency from the FAST PM 1 of 33% to 50% on FAST PM 2 and then 62% on FAST PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored monthly with Progress Learning. FAST progress monitoring will also be administered at the beginning, middle, and end of the year as a monitoring tool.
Person responsible for monitoring outcome:	Lacy Holloway (lacy.holloway@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings, and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will focus on small group instructional practices. Teachers will utilize common assessments which are aligned to the Florida B.E.S.T. ELA Benchmarks.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis in student engagement to enhance student understanding of English language standards. Reading classes will continue to use the Paths curriculum, while ELA will continue to use the Pre-AP program for English 1 and English 2, as well as advanced options such as AICE General Paper and Advanced Placement. In addition, ELA will use CommonLit, Khan Academy, and differentiated instruction. Students will be able to have increased use and understanding through personal student computers, 9th grade transition program, after-school program, Raider Time curriculum and MTSS/RTI program (for identified 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.

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

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

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students will show an increase in achievement in Science. Student have difficulty with content area reading comprehension and demonstrate a lack of interest with rigorous content area text.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 62% of students will score proficient on Biology EOC exam.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored monthly with Progress Learning.
Person responsible for monitoring outcome:	Elizabeth Cofield (elizabeth.cofield@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will utilize common assessments which are aligned to the standards.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis on student engagement to help students understand, practice and master concepts to enhance student understanding of science standards. Students will be exposed to hands-on inquiry based labs, research projects, stem projects, real-life experiences with community and business stakeholders outside the classroom setting, student-lead discussion and strategies on scientific current event issues. Students will be able to have increased use and understanding through personal student computers, Science News Online, Khan Academy, Gizmos, Nearpod, NOVA, NOA, Science Journal for Teens, 9th grade transition program, after-school program, and MTSS/RTI program (identified 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.

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

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

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students will show an increase in achievement in Social Studies. Students have difficulty with content area reading comprehension and demonstrate a lack of interest in rigourous content area text.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will perform at or above grade on state testing: 65% of students will score proficient on the US History EOC Exam.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored monthly with Progress Learning.
Person responsible for monitoring outcome:	Danielle Stewart (danielle.stewart@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings, and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of the students. Teachers will utilize common assessments which are aligned with the standards.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Professional learning is an ongoing process for teachers to incorporate skills and best practices to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade-appropriate assignments aligned to the standards ensure students are working on assignments and are fully prepared for high-stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text, and focused notes, with an emphasis on student engagement, to help students understand the practice, and master concepts to enhance student understanding of social studies standards. Students will be exposed to a variety of collaborative activities such as Socratic seminars, 4-corners, philosophical chairs, cooperative study groups, as well as educational technology tools and games like Flip Grid, Ed Puzzle, and Kahoot. Students will be able to have increased use and understanding through personal student computers for all courses Khan Academy, Padlet, Flipgrid, 9th-grade transition program, the Raider curriculum, and MTSS/RTI program (for identified 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.

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

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

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase the number of students who are college and career ready. A percentage of students do not graduate high school with the skills required to be successful in the rigorous college education setting or the demanding work force.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students who graduate on time with an acceleration mechanism will increase to 66% or more.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly administrative walk-throughs to observe CTE skills being taught.
Person responsible for monitoring outcome:	David Swartzfager (david.swartzfager@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	The administration, curriculum and guidance departments will monitor and verify students are enrolled in the appropriate courses for dual enrollment, advanced placement and industry certification courses. Lessons will be monitored through classroom walk-throughs and observations. Teacher formative assessments and student achievement data will be reviewed and analyzed.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The acceleration report will be utilized to identify students who have not achieved an acceleration mechanism students will be enroll appropriately during their 11th or 12th grade year in a CTE or dual enrollment course. Those students will be enrolled in such courses appropriately. The College Board AP Potential report will also be utilized to identify students who have the potential to be successful in AP courses. The AP Capstone Program has been implemented to encourage and challenge students to achieve Capstone status and graduate with a specialized AP high school diploma. Students will be advised and counselled to ensure requirements for dual enrollment are achieved. Students who are college ready will be identified and appropriately enrolled in dual enrollment courses. Informational meetings concerning the benefits of taking AP courses will be presented to students, parents and families.

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.

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

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

#6. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student will show an increase in attendance. A percentage of students do not recognize the importance of regular attendance at school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school's average daily attendance will increase to 92% or more. The percentage of students with excessive absences will decrease to 10% or less. Graduation rate will increase to 95% or more.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Graduation rate will be monitored with the utilization of a district graduation coach. Attendance will be monitored by weekly reports to have meetings with students and parents.
Person responsible for monitoring outcome:	Donna Cook (donna.cook@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Accurate attendance is recorded daily, every period. Unexcused and total chronic student absences are monitored daily. Unexcused student absences are identified early and reasons for non-attendance are addressed with counseling and support. A positive Attendance Plan is in place to reward students for making regular school attendance a priority. Student with perfect attendance and zero excused absences are rewarded weekly and biquarterly, respectively. Students will advocate for themselves and monitor their attendance regularly. Administration will notify students and parents of repetitive unexcused absences by distributing letters to students, mailing letters home to parents,

implemented for this Area of Focus.	calling parents, issuing attendance contacts, and providing counseling. Teachers will create and maintain and engaging classroom that students will want to attend and learn. Teachers will emphasize the correlation between regular school attendance and classroom success. Teachers and administration will ensure attendance is recorded accurately every day, every period.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Students with good attendance learn more, get better grades and stay in school.

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.

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

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

#7. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students will show an increase in achievement in both Math and ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will perform at or above grade level; 62% of students will score proficient; and 62% of students in the bottom quartile will display a learning gain on the Algebra 1 EOC, and the Geometry EOC. In ELA student's performance will increase in proficiency from the FAST PM 1 of 33% to 50% on FAST PM 2 and then 62% on FAST PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored monthly using Progress Learning.
Person responsible for monitoring outcome:	Christopher Epperson (christopher.epperson@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will participate in monthly and quarterly professional development; faculty meetings, department meeting, and professional learning communities to share expertise and work collaboratively to improve teaching skills, and the academic performance of students. Teachers will utilize common assessments for both Math and English which are aligned to the standards.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis on student engagement, to help students understand, practice and master Math and English concepts. Students will be able to have increased use and understanding through personal student computers: Khan Academy, the 9th Grade Transition Program, the after school program, and Raider Time.

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.

1. Open access Advanced Programs, CTE Programs, and AVID course
2. Replicated school demographic into our specialized programs.
3. Additional support during Raider time.
4. Lessons will be monitored through classroom walk-throughs and observations.
5. Student achievement data will be reviewed and analyzed.

Person Responsible

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

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students will show an increase in achievement in both Math and ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will perform at or above grade level; 62% of students will score proficient; and 62% of students in the bottom quartile will display a learning gain on the Algebra 1 EOC, and the Geometry EOC. In ELA student's performance will increase in proficiency from the FAST PM 1 of 33% to 50% on FAST PM 2 and then 62% on FAST PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored monthly using Progress Learning for Math and English. Progress Learning will also be administered at the beginning, middle, and end of the year as a monitoring tool.
Person responsible for monitoring outcome:	Christopher Epperson (christopher.epperson@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will participate in monthly and quarterly professional development; faculty meetings, department meeting, and professional learning communities to share expertise and work collaboratively to improve teaching skills, and the academic performance of students. Teachers will utilize common assessments for both Math and English which are aligned to the standards.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis on student engagement, to help students understand, practice and master Math and English concepts. Students will be able to have increased use and understanding through personal student computers: Khan Academy, the 9th Grade Transition Program, the after school program, and Raider Time.

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.

1. Open access Advanced Programs, CTE Programs, and AVID course.
2. Identifying students of need through the MTSS Program.
3. Additional support during Raider time.
4. Lessons will be monitored through classroom walk-throughs and observations.
5. Student achievement data will be reviewed and analyzed.

Person Responsible

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

#9. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students will show an increase in achievement ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will perform at or above grade level; 62% of students will score proficient; and 62% of students in the bottom quartile will display a learning gain on the Algebra 1 EOC, and the Geometry EOC. In ELA student's performance will increase in proficiency from the FAST PM 1 of 33% to 50% on FAST PM 2 and then 62% on FAST PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored monthly with Progress Learning. Progress Learning will also be administered at the beginning, middle, and end of the year as a monitoring tool.
Person responsible for monitoring outcome:	Christopher Epperson (christopher.epperson@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings, and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will focus on small group instructional practices. Teachers will utilize common assessments which are aligned to the standards.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis in student engagement to help students understand, practice and master reading comprehension to enhance student understanding of English language standards. Reading classes will continue to use the Paths curriculum, while ELA will continue to use the Pre-AP program for English 1 and 2, as well as advanced options such as AICE General Paper and Advanced Placement. In addition, ELA will use CommonLit, Khan Academy, and differentiated small group instruction. Students will be able to have increased use and understanding through personal student computers, Commonlit, and the Raider Time curriculum.

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.

1. Open access Advanced Programs, CTE Programs, and AVID course
2. Identifying students of need through the MTSS program.
3. Additional support during Raider time.
4. Lessons will be monitored through classroom walk-throughs and observations.
5. Teacher formative assessments will be reviewed and analyzed.
6. Student achievement data will be reviewed and analyzed.

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

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.

SSHS assures a supporting and fulfilling environment with learning conditions that address all student's needs. We value our staff who are responsible for their duties as with their relationships with student learning. Our school culture inspires trust and respect while enhancing high expectations. To assure equity, we consult our stakeholders in delivering a statement of vision, mission, values, and goals while structuring continuous improvement strategically to impact the school culture and environment. Different stakeholder

groups will be proximal to reach all: teachers, students, families, volunteers, and school board members. A broader approach to reaching stakeholders will be focused to include early childhood providers, community colleges such as Lake Sumter and local universities such as UF, UCF, and USF, social services, and business partners in the community.

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

Different stakeholder groups will be proximal to reach all: teachers, students, families, volunteers, and school board members. A broader approach to reaching stakeholders will be focused to include early childhood providers, community colleges such as Lake Sumter and local universities such as UF, UCF, and USF, social services, and business partners in the community. The stakeholders play a crucial role in the school's performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision.