

Sumter District Schools

South Sumter Middle School



2022-23 Schoolwide Improvement Plan

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| Positive Culture & Environment | 0 |
| Budget to Support Goals | 0 |

South Sumter Middle School

773 NW 10TH AVE, Webster, FL 33597

[no web address on file]

Demographics

Principal: Melynda Shea

Start Date for this Principal: 8/18/2022

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| 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) | 97% |
| 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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: C (50%) 2018-19: B (60%) 2017-18: B (61%) |
| 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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| Planning for Improvement | 16 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

South Sumter Middle School

773 NW 10TH AVE, Webster, FL 33597

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | Yes | 97% |
| 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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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Inspiring all students to persevere and achieve lifelong success.

School Leadership Team

Membership

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 |
|--------------------|---------------------|--|
| Shea, Melynda | Principal | As per the Sumter County human resource department the duties of the principal include but limited to: maintain an effective learning climate in the schools, utilizing available resources effectively. Schedule classes within established guides to meet student needs, supervise the guidance program to enhance individual student education and development, establish guides for proper student conduct and maintaining discipline according to due process to the rights of the student, supervise and direct instructional staff in the development and implementation of approved curriculum, and recommend the employment, assignment, termination, evaluation of the total school staff. |
| Woythaler, Amanda | Assistant Principal | As per the Sumter County School District the duties of the assistant principal include: serves as the principal in the absence of the regular principal, assist the principal in the overall administration of the school, perform such other duties as may be assigned by the Superintendent or Assigned designee. |
| Velazquez, Ricaldo | Assistant Principal | As per the Sumter County School District the duties of the assistant principal include: serves as the principal in the absence of the regular principal, assist the principal in the overall administration of the school, perform such other duties as may be assigned by the Superintendent or Assigned designee. |
| Paulinyce, Shelly | Assistant Principal | As per the Sumter County School District the duties of the assistant principal include: serves as the principal in the absence of the regular principal, assist the principal in the overall administration of the school, perform such other duties as may be assigned by the Superintendent or Assigned designee. |
| Grant, Gaylyn | Reading Coach | As per the Sumter County human resource department the duties of the reading coach include but limited to: plans and administers remedial reading program focusing on student academic growth, recommends adoption and use of varied instructional materials, including textbooks, reference works, trade books, audiovisual aids and the like, organizes and leads staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks, interprets, as appropriate, test results and statistical data concerning reading to the administration staff and public at large |
| Shirley, Desa-Rae | Other | As per the Sumter County School District the duties of the MTSS coordinator include but not limited to: process and document all requests for PS/RtI program assistance in a timely manner, research scientific research based and evidence based interventions to provide options for Standard Protocol development and TIPS Teams, meet with teacher/interventionist and complete the required documentation for Tier 2 Standard Protocol with teacher and interventionist, enter individual students PS/RtI data in Skyward. Document parent contact throughout the process, and obtain consent for small group counseling behavioral specialist and other services, |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|----------------|--|
| Worrell, Cortny | Other | To provide an educational atmosphere In which students will move forward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals and objectives. |

Demographic Information

Principal start date

Thursday 8/18/2022, Melynda Shea

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.*

2

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.*

28

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

894

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

12

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

9

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 | 294 | 281 | 269 | 0 | 0 | 0 | 0 | 844 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 104 | 82 | 0 | 0 | 0 | 0 | 277 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 111 | 88 | 0 | 0 | 0 | 0 | 222 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 37 | 43 | 0 | 0 | 0 | 0 | 145 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 55 | 39 | 0 | 0 | 0 | 0 | 131 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 66 | 63 | 0 | 0 | 0 | 0 | 190 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 56 | 44 | 0 | 0 | 0 | 0 | 169 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 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 | 49 | 116 | 102 | 0 | 0 | 0 | 0 | 267 |

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 | 17 | 2 | 0 | 0 | 0 | 0 | 19 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |

Date this data was collected or last updated

Thursday 8/18/2022

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 | 281 | 269 | 290 | 0 | 0 | 0 | 0 | 840 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 93 | 88 | 116 | 0 | 0 | 0 | 0 | 297 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 90 | 3 | 0 | 0 | 0 | 0 | 195 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 4 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 62 | 60 | 0 | 0 | 0 | 0 | 182 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 54 | 67 | 0 | 0 | 0 | 0 | 180 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 87 | 68 | 0 | 0 | 0 | 0 | 240 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 4 | 0 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 10 |

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 | 281 | 269 | 290 | 0 | 0 | 0 | 0 | 840 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 93 | 88 | 116 | 0 | 0 | 0 | 0 | 297 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 90 | 3 | 0 | 0 | 0 | 0 | 195 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 4 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 62 | 60 | 0 | 0 | 0 | 0 | 182 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 54 | 67 | 0 | 0 | 0 | 0 | 180 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 87 | 68 | 0 | 0 | 0 | 0 | 240 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 4 | 0 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 10 |

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 | 51% | 51% | 50% | | | | 59% | 59% | 54% |
| ELA Learning Gains | 50% | | | | | | 56% | 56% | 54% |
| ELA Lowest 25th Percentile | 37% | | | | | | 42% | 42% | 47% |
| Math Achievement | 51% | 37% | 36% | | | | 67% | 67% | 58% |
| Math Learning Gains | 45% | | | | | | 61% | 61% | 57% |
| Math Lowest 25th Percentile | 39% | | | | | | 56% | 56% | 51% |
| Science Achievement | 52% | 51% | 53% | | | | 53% | 53% | 51% |
| Social Studies Achievement | 57% | 45% | 58% | | | | 74% | 74% | 72% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 57% | 63% | -6% | 54% | 3% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 59% | 61% | -2% | 52% | 7% |
| Cohort Comparison | | -57% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 55% | 60% | -5% | 56% | -1% |
| Cohort Comparison | | -59% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 65% | 68% | -3% | 55% | 10% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 67% | 62% | 5% | 54% | 13% |
| Cohort Comparison | | -65% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 36% | 47% | -11% | 46% | -10% |
| Cohort Comparison | | -67% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 48% | 53% | -5% | 48% | 0% |
| Cohort Comparison | | 0% | | | | |

| 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 | 72% | 70% | 2% | 71% | 1% |
| 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 | 80% | 63% | 17% | 61% | 19% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 100% | 61% | 39% | 57% | 43% |

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 | 21 | 31 | 31 | 20 | 33 | 35 | 17 | 29 | 20 | | |
| ELL | 23 | 34 | 22 | 28 | 44 | 59 | 25 | | | | |
| BLK | 32 | 42 | 33 | 30 | 32 | 32 | 11 | 60 | | | |
| HSP | 51 | 52 | 29 | 52 | 42 | 43 | 49 | 45 | 63 | | |
| MUL | 44 | 39 | 27 | 35 | 46 | 60 | 38 | 44 | | | |
| WHT | 54 | 51 | 42 | 54 | 47 | 38 | 58 | 60 | 67 | | |
| FRL | 44 | 45 | 37 | 43 | 43 | 39 | 46 | 51 | 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 | 27 | 35 | 26 | 32 | 25 | 22 | 32 | 44 | 47 | | |
| ELL | 38 | 39 | 22 | 38 | 28 | 29 | | 57 | | | |
| BLK | 28 | 38 | 28 | 37 | 34 | 29 | 19 | 47 | 42 | | |
| HSP | 56 | 52 | 29 | 54 | 38 | 29 | 48 | 73 | 68 | | |
| MUL | 48 | 46 | | 51 | 40 | | 75 | 57 | 67 | | |
| WHT | 59 | 51 | 38 | 60 | 40 | 33 | 59 | 76 | 68 | | |
| FRL | 49 | 46 | 34 | 51 | 39 | 31 | 47 | 66 | 59 | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 26 | 42 | 38 | 34 | 53 | 51 | 29 | 56 | 27 | | |
| ELL | 38 | 41 | 35 | 58 | 74 | 73 | | | | | |
| BLK | 44 | 56 | 56 | 53 | 53 | 41 | 27 | 59 | 67 | | |
| HSP | 60 | 57 | 49 | 71 | 64 | 67 | 50 | 76 | 65 | | |
| MUL | 61 | 60 | | 72 | 58 | | | | | | |
| WHT | 60 | 56 | 36 | 68 | 61 | 56 | 59 | 74 | 71 | | |
| FRL | 53 | 55 | 47 | 63 | 60 | 57 | 46 | 72 | 62 | | |

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 | 49 |
| 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 | 45 |
| Total Points Earned for the Federal Index | 493 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 26 |
| 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 | 31 |
| 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 | 34 |
| 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 | 47 |
| 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 | 42 |
| 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 | 52 |
| 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 | 45 |
| 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?

The trends that emerge for math across grade levels are the multi racial students achievement levels have decreased by 16% and 37% in science. In ELA the ELL students achievement levels are down by 15%. In social studies, the Hispanic subgroup achievement level is down by 28%.

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

Based on progress monitoring and the 2022 state assessments, the areas of greatest needs are in Social Studies, ELA, and Math. In Social Studies achievement is down by 16%, in ELA achievement is

down by 4% in 2022 and another 4% in 2021 and the math achievement is down by 5% in 2022 and 11% in 2021.

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

Contributing factors to this need for improvement include but are not limited to: Attendance and Staffing issues.

The new actions that will take place are incentives for attendance, mentoring/ coaching for all teachers, and grade level PLC's.

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

Based on progress monitoring and 2022 state assessments, Math had learning gains and math lowest percentile had gains of 6%. ELA lowest percentile also had gains of 3%.

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

The contributing factors to this improvement included using computer interventions, teacher interventions such as before and during school tutoring. The new actions are push in models to conduct small group interventions within the classroom from interventionists and paraprofessionals.

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

The instructional focus for ELA includes small group instruction two times a week during the ELA block, daily intensive reading, and additional small group intervention for MTSS students.

The instructional focus for Math includes small group instruction two times a week minimum in the Math block and additional small group intervention for MTSS students.

The instructional focus for civics is small group instruction following chapter assessments to provide additional instruction and remediation.

The instructional focus for science is to integrate nature of science standards in all units of study. The science classes will also increase their participation in inquiry labs based on the FCAT specifications.

In each area of focus data chats will occur with teachers and students during monthly department PLC data chats. FAST PM data chats will occur between teachers and students, and administration and teacher. South Sumter Middle School is also adding weekly grade tracking data chats with students.

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

Professional development opportunities that will be provided at the school to support teachers and leaders for ELA, Math, Civics, and Science are: fidelity to HMH Reading Curriculum, Savaas math curriculum and the Civics and Science curriculum. In each area of focus monthly department PLC's focused on high impact instructional strategies, and monthly grade level department PLC's focused on standards, curriculum, and resulting data associated with grade level.

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 will be implemented to ensure sustainability for ELA are the weekly utilization of Common Lit and quarterly common writing assessments with evidence of submission. The intensive reading classes will utilize the iReady phonics program and iReady Toolbox lessons based on grade-level standards. In the math courses, there will have fidelity to Savaas Common Grade Level Assessments that will be monitored by the administration. In the social studies classes, there will be the implementation of common assessment data chats teacher to student and admin to teacher. Lastly, in science, teachers will focus on integrating the nature of science lessons throughout the unit.

Areas of Focus

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

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#1. 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.

For the 2021 - 2022 academic school year the number of students proficient across grade levels is down by 8%. 6th grade down by 8%, 7th grade down by 15%, and 8th grade down by 8%.
 The total learning gains decreased by 6%. At 6th grade there was a decrease by 9% and 7th grade decreased by 12% while 8th grade remained the same at 62%.
 Total bottom quartile decreased by 5%. At the 6th grade it went down by 18% and 8th grade down by 2%. However, there was a 5% increase at 7th grade for the bottom quartile.

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

SSMS will increase the percentage of students at proficiency to 62% on the end of year FAST Test. 100% of students will show learning gains after each FAST PM Assessment. There are three assessments in which we will be looking for learning gains PM1, PM2, and PM3. 100% of the students in the bottom quartile will show learning gains after each FAST PM Assessment.

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

Supported by Reading Coach & Interventionist Grade Level Data Chats. Monitored through Administrative Walkthroughs, & Evidence Submission Checks.

Person responsible for monitoring outcome:

Amanda Woythaler (amanda.woythaler@sumter.k12.fl.us)

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

The evidence based strategies that will be utilized are: fidelity to HMH Reading Curriculum, fidelity to HMH Common Grade Level Assessments, Weekly Common Lit, Quarterly Common Writing Assessments with evidence submission and PLC follow-up, monthly ELA department PLC's focused- on high impact instructional strategies.
 For the Intensive Reading classes there will be focus on small group instruction for Level 1's and MTSS Tier 3 students, iReady phonics program and iReady Toolbox Lessons based on grade level standards.

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

Utilizing state approved curriculum and an increase in small group focused on students needs will ensure that we target areas of need to for majority of the student population.

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.

Fidelity to HMH Reading Curriculum
 Fidelity to HMH Common Grade Level Assessments
 Weekly Common Lit
 Quarterly Common Writing Assessments with Evidence Submission & PLC Follow-Up.
 Monthly ELA Department PLC's Focused on High Impact Instructional Strategies
 1st Week of each Month: "Scouting Walks" during planning time.
 2nd Wed. of each Month: Department Meeting to Discuss Application

Intensive Reading Classes Focused on Small Group Instruction for Level 1's and MTSS Tier 3 Students.
iReady Phonics Program & iReady Toolbox Lessons based on grade level standards.
Advanced ELA Block Small Group Instruction: Target Group Level 3's. Small group instruction by Teacher
ELA Block Push-In Small Group Instruction- Target Group is Level 2's.
Monthly Grade Level ELA Department PLC's Focused on Standards, Curriculum, and Resulting data.
3rd Wednesday of the Month PLC Time
FAST PM1 & PM2 Data Chats
Additional Targeted Intervention for MTSS & Acceleration Students.
Vertical alignment by grade level

Person Responsible Amanda Woythaler (amanda.woythaler@sumter.k12.fl.us)

#2. 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.

For the 2021- 2022 school year the total proficiency is down by 16%. The grade level/ course breakdown is as follows: 6th grade decreased by 17%, 7th grade decreased by 23%, 8th grade down by 15%, Algebra taken by 7th graders down by 8% and Geometry down by 22%.

Measurable Outcome:

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

Increase percentage of students at proficiency to 62% on the FAST Assessment. 100% of students will show learning gains after each FAST PM Assessment. There are three assessments in which we will be looking for learning gains PM1, PM2, and PM3.

Monitoring:

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

Supported by Math Interventionist(s), Grade Level Data Chats Monitored through Administrative Walkthroughs, Gradebook Checks, & Lesson Plan Checks

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Evidence-based strategies that will practiced are: fidelity to Savaas math Curriculum, fidelity to Savaas Common Grade Level Assessments, monthly math department PLC's focused on high impact instructional strategies. MTSS Math interventions: Tier 3 students will receive additional small group instruction

Rationale for Evidence-based Strategy:

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

Utilizing state approved curriculum and an increase in small group focused on students needs will ensure that we target areas of need to for majority of the student population.

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.

Fidelity to Savaas Math Curriculum

Fidelity to Savaas Common Grade Level Assessments

Monthly Math Department PLC's Focused on High Impact Instructional Strategies (WICOR)

MTSS Math Interventions: Tier 3 will receive additional pullout small group instruction. Target Group: FSA Level 1

Advanced Math Block Small Group Instruction- Target Group is Level 3's. Small group instruction delivered by Classroom Teacher.

Math Block Push-In Small Group Instruction- Target Group is Level 2's and Level 3's. Teacher, Math Interventionists, Inclusion Teacher, Inclusion Paras.

Monthly Grade Math Department PLC's Focused on Standards, Curriculum, and Resulting data associated with Grade Level.

3rd Wednesday of the Month PLC Time

FAST PM1 & PM2 Data Chats (Teacher to Student & Admin to Teacher).

Additional Targeted Intervention for MTSS Tier 2 and Acceleration Students. Additional iReady Instructional Program Usage.

Person Responsible

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

#3. 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.

For the 2021 - 2022 academic school year the number of students proficient in Social Studies (Civics) reduced down to 57% a 17% decrease from the previous year.

Measurable Outcome:

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

A minimum of 62% of students will score a level 3 or higher on Civics EOC exam.

Monitoring:

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

Monitored through Administrative Walkthroughs, Gradebook Checks, & Lesson Plan Checks

Person responsible for monitoring outcome:

Melynda Shea (melynda.shea@sumter.k12.fl.us)

Evidence-based Strategy:

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

The evidence based strategies that will be utilized are: fidelity to Civics Curriculum, fidelity to Civics Common Grade Level Assessments, monthly Social Studies department PLC's focused-on high impact instructional strategies.

Rationale for Evidence-based Strategy:

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

Utilizing state approved curriculum will ensure that we target areas of need to for the student population.

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.

Fidelity to Civics Curriculum

Fidelity to Common Grade Level Assessments

Monthly Social Studies Department PLC's Focused on High Impact Instructional Strategies (WICOR)

1st Week of each Month: "Scouting Walks" during planning time.

2nd Wed. of each Month: Department Meeting to Discuss Application during PLC Time.

Monthly Grade SS Department PLC's Focused on Standards, Curriculum, and Resulting data associated with Grade Level Assessments.

3rd Wednesday of the Month PLC Time

Development of Plan for Remediation for those students who score below a 70 on chapter/unit plan that includes small group instruction.

Common Assessment Data Chats (Teacher to Student & Admin to Teacher)

Person Responsible

Melynda Shea (melynda.shea@sumter.k12.fl.us)

#4. 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.

For the 2021 - 2022 academic school year the number of students proficient across grade levels has decreased 17% for Black/ African Americans, down 22% for the English Language Learners, and a decrease of 14% for students with disabilities.

Measurable Outcome:

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

SSMS will increase the percentage of students at proficiency to 41% on the end of year FAST Test. 100% of students will show learning gains after each PM Assessment. There are three assessments in which we will be looking for learning gains PM1, PM2, and PM3. 100% of the students in the bottom quartile will show learning gains after each FAST PM Assessment.

Monitoring:

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

Supported by Math and ELA Interventionist(s), Grade Level Data Chats Monitored through Administrative Walkthroughs, Gradebook Checks, & Lesson Plan Checks

Person responsible for monitoring outcome:

Melynda Shea (melynda.shea@sumter.k12.fl.us)

Evidence-based**Strategy:**

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

Fidelity to Math, ELA, Civics, and Science Curriculum. Increased small group instruction from interventionist and paraprofessionals and additional computer intervention targeted toward student need.

Rationale for Evidence-based Strategy:

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

Utilizing state approved curriculum and an increase in small group focused on students needs will ensure that we target areas of need to for majority of the student population.

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.

No action steps were entered for this area of focus

#5. 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.

For the 2021 - 2022 academic school year the number of students proficient in science was down by 2% from 54% to 52%. There was significant decrease with SWD and multiracial students.

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

SSMS will increase the percentage of students at proficiency to 62% on the end of year FCAT Test. 100% of students will show learning gains after the mid-year PM Assessment.

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

Monitored through Administrative Walkthroughs, & Evidence Submission Checks.

Person responsible for monitoring outcome:

Shelly Paulinyce (shelly.paulinyce@sumter.k12.fl.us)

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

The evidence based strategies that will be utilized are: fidelity to the Science Curriculum, fidelity to Science Common Grade Level Assessments, monthly Science department PLC's focused- on high impact instructional strategies.

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

Utilizing state approved curriculum and an increase in small group focused on students needs will ensure that we target areas of need to for majority of the student population.

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.

Fidelity to Science Curriculum

Fidelity to Common Grade Level Assessments

Monthly Science Department PLC's Focused on High Impact Instructional Strategies (WICOR)

1st Week of each Month: "Scouting Walks" during planning time.

2nd Wed. of each Month: Department Meeting to Discuss Application during PLC Time.

Monthly Grade Science Department PLC's Focused on Standards, Curriculum, and Resulting data associated with Grade Level Assessments.

3rd Wednesday of the Month PLC Time

Development of Plan for Remediation for those students who score below a 70 on chapter/unit plan that includes small group instruction.

Common Assessment Data Chats (Teacher to Student & Admin to Teacher)

Person Responsible

Shelly Paulinyce (shelly.paulinyce@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.

At South Sumter Middle School, we strive for excellence in all areas. The expectations that are addressed in aspects of our everyday goals are our school-wide expectations: Have respect, Own your outcomes, Work your hardest, and Lead positively. These expectations are posted and enforced by all teachers and staff alike. Students know and understand what is expected of them while they are a South Sumter Middle School student. South Sumter Middle School is an AVID National Demonstration School. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. With the integration of the AVID program through its courses, strategies, and developmental skill building we are able to ensure that students are receiving a rigorous educational experience that will lead to lifelong success. AVID helps to promote writing, inquiry, collaboration, organization, and reading skills across content areas.

Members of our school community are encouraged to participate in incentives, acts of kindness, and activities that promote a positive environment for all staff and students.

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

The AVID program provides opportunities for students to showcase their leadership skills through participation in SAC, student council, and other organizations on campus. The students help to integrate AVID strategies in their classes by serving as role models through the use of binders and planners for organization.

The SAC and PAC members help to direct and develop the goals that are in the best interest of the student population as a whole.