

Hillsborough County Public Schools

# Jule F Sumner High School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>9</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>21</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>0</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Jule F Sumner High School

10650 COUNTY ROAD 672, Riverview, FL 33579

[ no web address on file ]

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Wasyliw, Christine	Principal	Mrs. Wasyliw oversees and is responsible for daily operations of the school, financial operations, personnel, public relations, school policy regarding discipline, coordination of the instructional programs, and other overall school matters. She plays an essential role promoting the school mission and vision to all stakeholders and creating a safe environment for students to excel.
Culpepper, Candace	Assistant Principal	Assistant Principal for Curriculum: Acting Principal in Principal's Academic Policies and Procedures, Bell Schedules, Certification Requirements, Assignments, Classroom Observations, PLCs, Data Processing Coordinator, Department Heads, FTE, Guidance/Supportive Services, Interns, Indebtedness School Wide, Master Schedule, TIP/TOP/ACP Co-Coordinator, Programming, District Accreditation Liaison, SAC Liaison, School Newsletters back up to Principal, Staff Development, Student Orientations, Substitutes, Shadowing, Teacher Recognition, Testing, Textbooks, Unit Allocation.
Windheuser, Leslie	Other	Tier 1 School Wide Plan Lead, 7 Mindsets Facilitator, PSLT Team Chair & MTSS/RTI Facilitator, TEacher Support-preventative behavior & classroom management, Marketing manager, FACE Ambassador, School Website, Smart TVs and Sumner X (Twitter), Student Incentives and Recognition, Faculty Culture/Recognition, SAC Chair, School Committee Organizer & Facilitator, Faculty liaison to PTSA.
Fullam, Karen	Instructional Coach	
Rodriguez, Raoul	Teacher, K-12	Department Head for English Department.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Sumner High School's Instructional Leadership Team (ILT) comprised of our school administrators and Professional Learning Community Leaders use state assessment data, Insight data (from teacher surveys), and Panorama data (from student surveys) to establish goals and instructional priorities for each school year.

This year, our administrative and coaching team (Principal, Assistant Principal for Curriculum, Climate and Culture Resource Teacher, Literacy Coaches, Math coach, and Teacher Talent Developers) met in June to establish a summer agenda for our core ILT to disseminate data and information to determine next steps for improvement in academics and teacher/student perception of school culture and learning. Ultimately, the instructional leadership team used our school's data to set our instructional and cultural

priorities for the 2023-24 school year and build professional learning opportunities for teachers during pre-planning.

Based on the 23-24 instructional and cultural priorities, ILT, revised our PLC structures to align with teacher and student needs. We will use our monthly PLC cycles to respond to student data and enhance instruction.

The SAC committee, comprised of school employees, students and community members, will be meeting monthly to review our data and ensure our SIP is in alignment with our student, family and community needs.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Sumner High School faculty will use monthly PLC cycles to respond to student data and enhance instruction. Each content area will use common assessments and/or progress monitoring to complete monthly data reviews to plan upcoming instruction based on departmentwide trends. In bi-weekly PLC meetings, teachers will highlight differentiated instruction and strategies to meet student needs; based on student performance, PLCs will identify differentiated learning strategies for students needing Tier 2 and Tier 3 supports.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	80%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	85%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C



<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	51	50	44	52	51	44		
ELA Learning Gains				47			47		
ELA Lowest 25th Percentile				31			36		
Math Achievement*	42	42	38	39	39	38	43		
Math Learning Gains				46			40		
Math Lowest 25th Percentile				49			37		
Science Achievement*	55	64	64	48	46	40	63		
Social Studies Achievement*	54	69	66	66	49	48	59		
Middle School Acceleration					41	44			
Graduation Rate	89	89	89		64	61			
College and Career Acceleration	41	62	65		72	67			
ELP Progress	39	39	45	29			43		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No

2021-22 ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	9
Percent Tested	98
Graduation Rate	

### ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	2	
ELL	36	Yes	2	
AMI				
ASN	76			
BLK	45			
HSP	48			
MUL	58			
PAC				
WHT	68			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL	33	Yes	1	
AMI				
ASN	77			
BLK	41			
HSP	41			
MUL	50			
PAC				
WHT	56			
FRL	40	Yes	1	

### Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			42			55	54		89	41	39
SWD	19			27			26	30		11	6	
ELL	15			24			35	24		36	7	39
AMI												
ASN	67			80			75	69		67	6	
BLK	40			33			50	49		34	7	18
HSP	36			37			49	49		39	7	41
MUL	46			47			56	62		41	6	
PAC												
WHT	61			60			71	70		56	6	
FRL	33			33			46	47		36	7	31

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	47	31	39	46	49	48	66				29
SWD	20	36	29	23	42	46	29	38				0
ELL	16	36	36	22	44	49	23	42				28
AMI												
ASN	80	82		71	56			94				
BLK	39	44	30	31	41	54	41	61				27
HSP	39	45	34	33	44	46	42	58				29
MUL	52	42	17	51	49		64	74				
PAC												
WHT	57	50	25	58	54	50	72	82				
FRL	35	43	31	32	42	48	43	57				27

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	44	47	36	43	40	37	63	59				43
SWD	20	33	30	23	36	30	47	36				21
ELL	17	36	33	25	33	29	41	24				43
AMI												
ASN	75	54		70	53		90					
BLK	41	47	39	38	40	42	57	51				
HSP	35	42	34	35	33	27	58	51				42
MUL	54	39		48	35		86	67				
PAC												
WHT	59	58	39	60	54	51	73	85				
FRL	35	43	36	33	32	28	56	51				37

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	43%	50%	-7%	50%	-7%
08	2023 - Spring	51%	44%	7%	47%	4%
09	2023 - Spring	40%	48%	-8%	48%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	57%	57%	0%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	56%	41%	15%	44%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	55%	-9%	50%	-4%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	49%	-10%	48%	-9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	62%	-8%	63%	-9%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	64%	-34%	66%	-36%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	65%	-10%	63%	-8%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest performing data component was with our Geometry EOC scores. The BEST standards were brand new to our students and teachers. The district approved curriculum for Geometry was also new to teachers. It was the first year that students moved from an Algebra course to Geometry without a liberal arts support math course in between.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline is with our Social Studies US History EOC scores. Some contributing factors to this decline may have been that we had several U.S. History classes that did not have permanent teachers.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component for focus with the greatest gap compared to the state average is our 10th grade cohort in BEST Reading standards. The State of Florida had 47% of all students tested at a level 3 or higher while Sumner HS students had 39% of all students tested score at a level 3 or higher. This is an 8% gap that we want to decrease. Teachers and students experienced the BEST standards for the first time along with a brand new district approved curriculum

**Which data component showed the most improvement? What new actions did your school take in this area?**

Our Algebra 1 EOC scores showed the most improvement. Strong PLC cycles and the use of common assessments contributed to the improvement in these scores. PLCs meet bi-weekly after a monthly data dive to take action steps toward data points that showed deficiencies. They collaborate to engage students in content strategies to support students in that specific benchmark area. The math department offers a strong extended learning program with multiple access points for students to work with teachers including before school, after school, and during lunch.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

EWS data is not used by High Schools.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Sumner's highest priorities for the 23-24 school year-

1. Evidence based writing across all content areas where students will write in many forms for different purposes in each class and become more purposeful writers.
2. Building school-wide culture focusing on welcoming, positive learning environments in all classrooms and in all areas of campus, that increases students' and staff morale through building positive authentic interpersonal relationships.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This year Instructional Practice Focus will be evidence-based writing across all content areas where students will write in many forms for different purposes in each class and become more purposeful writers.

Sumner faculty will implement writing across the content areas to support all students toward mastery of benchmarks and standards in all content areas as well as to support students with FAST-writing assessment and AICE writing assessments.

The FAST-writing assessment is brand new to our students this year, so we want students to feel confident going into the assessment. Moreover, writing is a large component of AICE assessments across all AICE courses, and we aim to improve our AICE scores through our writing initiative.

Because this is a school-wide initiative, all students will be exposed to writing practice (starting at the sentence level) in all classrooms as well as in homeroom during special schedules. Teachers will attend writing trainings to learn and apply differentiated writing strategies in order to determine student understanding of content and skills.

Writing in all classrooms will be a priority "look-for" during administrators' classroom observations and instructional priority walk-throughs. All low-performing subgroups identified in TSI will be exposed to continuous writing instruction in all classes throughout the year, and teachers of these targeted groups of students will apply differentiated writing strategies to support specific areas of need.

**Measurable Outcome:**

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

We aim to support students' writing and critical thinking skills using research-based writing strategies across all content areas at a rate of 75% or higher during each monthly learning walk cycle. Writing across content areas will be measured using Sumner High School's Instructional Learning Walk tool to gauge teachers' use of strategies to facilitate evidence-based writing (including, but not limited to the following strategies: revising/editing text; guided writing; free-writing; drafting; peer-editing; planning; and EBW sentence strategies).

**Monitoring:**

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

Administrators, coaches, and TTD's will use the learning walk tool regularly to monitor data on a monthly basis. This data will also be captured each month during our learning walks. The Instructional Leadership Team at Sumner High School reviews the monthly data from administrator feedback and learning walks to determine our next steps.

**Person responsible for monitoring outcome:**

Candace Culpepper (candace.culpepper@hcps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Based on monthly data gathered through classroom observations, the Instructional Leadership Team determines next steps for Professional Development.

An intervention to ensure that all students are exposed to evidence -based writing strategies is to create and facilitate writing workshops through homeroom classes. Teachers are provided with all of the tools necessary to successfully and confidently facilitate the workshops.



**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Facilitating writing workshops through homeroom ensures that all students campus-wide are receiving the same important writing strategies to enhance their writing skills.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

August - ILT will deliver Professional Learning during Pre-planning focusing on Shared Instructional Principles with a focus on Evidence-based Writing.

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** Completed

September - All HR teachers will facilitate either one or two writing workshops during the Fall PM 1/FAST Retake administration. Day 1 = 9th/10th grades; Day 1 and Day 2 = non-testing 11th and 12th

Workshops are based on Judith Hochman's The Writing Revolution which reinforces that strong writing instruction starts at the sentence level. Workshop strategies include:

Sentence types, use of conjunctions to extend ideas, and expanding a "kernel" sentence

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** Completed

September - ILT will plan for/develop PD by content area using Hochman's sentence strategies bulleted above (9/11/23).

ILT will host September "Think Tank" (PD by content area) delivered by PLC leads featuring Hochman's sentence strategies (9/26/23).

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** 9/26/23

ILT will review learning walk data and qualitative data to identify trends and determine next steps for EBW instruction. We will also review Hochman's Paragraph strategies and HCPS sanctioned EBW tools in preparation for November "Think Tank"

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** 10/9/23

November - School-wide learning walks will showcase Hochman's sentence level strategies across contents (11/2/23).

ILT will plan for/develop PD using Hochman's paragraph strategies and HCPS paragraph writing strategies across content areas (11/6/23).

Hochman strategies: Sentence Expansion, Single paragraph outline, Paragraph Activities

HCPS content area writing strategies: CCC – English and reading; HIPPO, DBQs - social studies; CER –

science, etc.

ILT will host November “Think Tank” (content area PD) delivered by PLC leads featuring HCPS/Hochman paragraph writing strategies bulleted above (11/28/23).

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** (11/28/23).

December - School-wide learning walks will showcase HCPS/Hochman paragraph writing strategies across contents (12/7/23).

ILT will review learning walk data and qualitative data to identify trends for next steps in EBW instruction (12/11/23).

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** 12/11/23

January - Admin/Coaching team will review data and determine needs for February “Think Tank” (1/8/24).

School-wide learning walks highlighting HCPS/Hochman paragraph writing strategies across contents (1/11/24).

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** 1/11/24

February - School-wide learning walks will showcase HCPS/Hochman paragraph writing strategies across contents (2/1/24).

ILT will host February “Think Tank” (content area PD) delivered by PLC leads featuring HCPS/Hochman paragraph and multi-paragraph writing strategies (2/13/24).

Hochman strategies: single paragraph outline; paragraph activities; multi-paragraph outline

HCPS content area writing strategies: CCC – English and reading; HIPPO, DBQs - social studies; CER – science, etc.

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** 2/15/24

March - School-wide learning walks will showcase HCPS/Hochman paragraph and multi-paragraph writing strategies across contents (3/7/24).

On SAT School Day, teachers not facilitating SAT will host FAST Boot Camp rotations to include Progress Monitoring 3 and B.E.S.T. Writing Practice for all 9th and 10th graders through HR rotations. Students rotate in HR pods five times during the boot camp sessions.

**Person Responsible:** Karen Fullam (karen.fullam@hcps.net)

**By When:** 3/22/24

**#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This year, the positive culture and environment focus for 23-24 will be to build and strengthen school-wide culture specifically: creating welcoming, positive learning environments in all classrooms and in all areas of campus. Increase the students' and staff morale. Increase the number of positive authentic interpersonal relationships.

**Measurable Outcome:**

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

Building positive authentic interpersonal relationships will strengthen staff/staff, staff/student and student/student relationships and should be reflected on both the staff Insight and student Panorama surveys for this school year. We will also see an increase in teacher/staff retention at the end of this school year. We will also see increase in student engagement in lessons at the classroom level and improved scores on all types of testing, for all subgroups.

**Monitoring:**

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

This area of focus will be monitored throughout the school year using the following groups or tools: faculty and staff feedback using Microsoft Forms completed quarterly, PLC cycle participation, faculty meeting attendance and participation, implementation of 7 Mindsets lessons and activities, monthly PSLT meetings, Steering Committee feedback, the spring Insight survey and the fall and spring Panorama student surveys.

**Person responsible for monitoring outcome:**

Leslie Windheuser (leslie.windheuser@hcps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

One intervention that will be implemented is a Tier 1 Behavior Plan that includes opportunities for all students to increase their growth mindset and self-efficacy skills.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Sumner HS needs a strong Tier 1 plan to create manageable systems that will improve student behavior, incentivize growth and create a positive learning environment that will allow for the growth and improvement of our school culture.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Create a welcoming and positive return to the school year during pre-planning with the implementation of 7 Mindsets "We Are Connected" activities, information and professional development opportunities.

**Person Responsible:** Leslie Windheuser (leslie.windheuser@hcps.net)

**By When:** completed

Implement 7 Mindsets into the Future Leaders of Sumner HS 9th grade course for all freshman at Sumner. Each week the teacher and students will follow High School Course 1 from the 7 Mindsets portal. These lessons will be housed on a Teams channel for all teachers to participate along with the FLS course.

**Person Responsible:** Leslie Windheuser (leslie.windheuser@hcps.net)

**By When:** ongoing

Implement 7 Mindsets lessons and resources on our Sumner HS Teams channel.

**Person Responsible:** Leslie Windheuser (leslie.windheuser@hcps.net)

**By When:** on going

Develop Tier 1 Behavior Plan with the Problem Solving Leadership Team and implement the steps of that plan.

**Person Responsible:** Leslie Windheuser (leslie.windheuser@hcps.net)

**By When:** on going

Create Ray of Light awards where any staff member can nominate any other staff member as a "Ray of Light" on our campus. A prize patrol will deliver the certificate and read the nomination with a small stingray token.

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

**By When:** on going

Rays Praise cards available for all staff members to leave a "Rays Praise" for any other staff member on their door, desk or board. Rays Praise cards are available in the mailroom by our sign in sheets.

**Person Responsible:** Leslie Windheuser (leslie.windheuser@hcps.net)

**By When:** on going

Student of the Month nominations are taken from each department on campus students are recognized with a certificate and small gift certificate.

**Person Responsible:** Leslie Windheuser (leslie.windheuser@hcps.net)

**By When:** this is done each month

**#3. -- Select below -- specifically relating to****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.  
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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***

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

-