Sumter District Schools

South Sumter High School

2023-24

Schoolwide Improvement Plan (SIP)

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South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

School Board Approval

This plan was approved by the Sumter County School Board on 11/14/2023.

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.

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, 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
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.
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.
Velazquez, Ricaldo	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.
Parks, Brandie	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.
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

Name	Position Title	Job Duties and Responsibilities
		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	Curriculum Resource Teacher	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.
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.
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

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.
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	Staffing Specialist	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.
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.

Name	Position Title	Job Duties and Responsibilities
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.
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 serves as the AVID site team, determining implementation plans for that school-wide initiative.
Ondriezek, Kylie	Curriculum Resource Teacher	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.
Yarbrough, Stephanie	Curriculum Resource Teacher	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.
Haugabrook, Melani	Instructional Coach	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.
Morrison, Stacy	Curriculum Resource Teacher	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, Kimberly	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.

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.

The process is reviewed and approved by our School Advisory Council which is made up of community members, parents, teachers, school staff, district leadership, and students to match our school demographics. When the SIP is presented to the School Advisory Council, they have an opportunity to ask questions and make recommendations for any revisions. Additionally, the School Leadership Team and AVID Site Team play a large role in creating and revising the school's action plan.

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))

The School Improvement Plan will be monitored through monthly data chats by the Acceleration Team and then presented to the Leadership Team. The Leadership Team will share the data with staff through department meetings and Professional Learning Communities. If areas of the plan need revisions after reviewing the data, the Leadership Team will make the necessary revisions, which will be presented to the school staff and the School Advisory Council as a mid-year review. Administration will also review the goals with staff monthly for reflection and improvement purposes, per the Superintendent and SIP reflection will be added to all staff meeting agendas. Additionally, The District will monitor the implementation of the plan through monthly calls with the Bureau of School Improvement.

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

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	36%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	324
One or more suspensions	0	0	0	0	0	0	0	0	0	134
Course failure in ELA	0	0	0	0	0	0	0	0	0	143
Course failure in Math	0	0	0	0	0	0	0	0	0	120
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	188
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	178
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	312

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	13

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

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*	48	48	50	53	53	51	49		
ELA Learning Gains				52			49		
ELA Lowest 25th Percentile				35			41		
Math Achievement*	39	39	38	42	39	38	34		
Math Learning Gains				40			27		
Math Lowest 25th Percentile				29			39		
Science Achievement*	55	55	64	59	42	40	51		
Social Studies Achievement*	50	50	66	60	39	48	65		
Middle School Acceleration					25	44			
Graduation Rate	95	94	89	91	60	61	87		
College and Career Acceleration	73	71	65	65	59	67	58		
ELP Progress			45						

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	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	91

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	37	Yes	4	
ELL				
AMI				
ASN				
BLK	43			
HSP	58			
MUL	57			
PAC				
WHT	63			
FRL	56			

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	34	Yes	3	
ELL	16	Yes	1	1
AMI				
ASN				
BLK	37	Yes	1	
HSP	57			
MUL	60			
PAC				
WHT	53			
FRL	49			

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	48			39			55	50		95	73	
SWD	23			22			25	19		40	6	
ELL												
AMI												
ASN												
BLK	22			6			21	50		63	6	
HSP	44			35			57	44		73	6	
MUL	56			42			54	40		60	6	
PAC												
WHT	52			45			60	52		75	6	
FRL	44			38			49	46		65	6	

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	53	52	35	42	40	29	59	60		91	65	
SWD	17	34	32	17	31	25	32	34		82	33	
ELL	8	23										
AMI												
ASN												
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					
PAC												
WHT	56	54	31	43	36	21	64	63		92	69	
FRL	46	46	37	37	41	26	56	52		89	60	

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	49	49	41	34	27	39	51	65		87	58	
SWD	21	37	34	15	30	38	24	31		70	16	
ELL	0											
AMI												
ASN												
BLK	40	46	47	16	13		26	53		100	25	
HSP	49	52	36	19	21		51	54		97	46	
MUL	56	54		55				82				
PAC												
WHT	50	48	42	39	30	45	56	68		84	65	
FRL	43	45	41	31	27	33	45	56		82	49	

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	49%	55%	-6%	50%	-1%
09	2023 - Spring	44%	54%	-10%	48%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	12%	49%	-37%	50%	-38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	67%	-13%	48%	6%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	59%	-6%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	64%	-15%	63%	-14%

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.

A decrease in Proficiency from 81% to 68% was seen in Math. This year we tested our Algebra 1A students and our Algebra 1 students for the first time. Since the majority of on grade level students take the Algebra EOC in 8th grade, most of the students in Algebra 1A and Algebra 1 are below grade level.

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

A decrease in Proficiency from 81% to 68% was seen in Math. This year we tested our Algebra 1A students and our Algebra 1 students for the first time. Since the majority of on grade level students take the Algebra EOC in 8th grade, most of the students in Algebra 1A and Algebra 1 are below grade level.

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.

Algebra had a gap of 38% when compared to the state average. This year we tested our Algebra 1A students and our Algebra 1 students for the first time. Since the majority of on grade level students take the Algebra EOC in 8th grade, most of the students in Algebra 1A and Algebra 1 are below grade level.

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

Geometry increased Proficiency form 48% to 55%. Staffing consistency, focus on collaborative and engaging teaching strategies followed by rigorous and standards based assignments

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

Level 1 on statewide ELA assessment
Level 1 on statewide Math assessment

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

Increase Algebra Proficiency and Learning Gains
Increase ELA Proficiency and Learning Gains
Increase US History Proficiency
Increase Biology Proficiency
Increase in Learning Gains and Bottom Quartile in Algebra, ELA, US History, and Biology in the subgroups SWD, ELL, and Black/African Americans

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

#1. 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 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.

The Students with Disabilities subgroup was identified as a crucial need from the Federal Percentage of Point Index data being below 41% for three consecutive years. The Federal Percentage of Point Index for the 2021-2022 school year was 34%.

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

Students will show an increase in achievement in core content area classes. In Math, 41% of students will score proficient, 75% of students will display a learning gain, and 50% of the bottom quartile students will show a learning gain on the Algebra 1 and Geometry EOC. In ELA, 41% of 9th and 10th grade students will score proficient, 75% of 9th and 10th grade students will show a learning gain, and 50% of students in the bottom quartile will show a learning gain on the FAST PM 3. Students will score 41% proficiency on the Biology and US History EOC.

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

ELA students will be monitored monthly through the Read 180 program.

Math students will be monitored monthly with the use of Progress Learning or common standard aligned assessments through Big Ideas in Algebra I and Math Nation in Geometry. Progress Learning diagnostic will be administered at the beginning, middle, and end of the year as a monitoring tool.

Science and Social Studies students will be monitored through the Study Island program.

Person responsible for monitoring outcome:

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

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.)

1. Read 180 (Evidence Based Intervention Program for Reading)
2. Small Group Intervention
3. Cooperative Learning Intervention
4. Study Island

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

1. Read 180 - combines online and direct instruction, student assessment, and teacher professional development. Sessions include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.
2. Small Group Interventions are an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.
3. Cooperative learning - students work together in small groups on a structured activities. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.
4. Study Island - online intervention that provides standards based formative assessments and practice.

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.

1. Identifying students of need through the MTSS Program.
2. Additional support during Raider Time.
3. Lessons will be monitored through classroom walk-throughs and observations.
4. Student achievement data will be reviewed and analyzed.

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

By When: 1. Ongoing 2. Continuous 3. Weekly 4. Monthly

#2. Instructional Practice specifically relating to Math

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.

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, 75% of students will display a learning gain, and 75% 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 or common standard aligned assessments through Big Ideas in Algebra I and Math Nation in Geometry. 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 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.)

1. Small Group Intervention
2. Cooperative Learning Intervention
3. Peer-Assisted Learning Strategies (PALS)

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

1. Small Group Intervention - provides an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.
2.Cooperative Learning Intervention - students work together in small groups on a structured activities. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.
3. Peer-Assisted Learning Strategies - PALS allows for students to practice skills with immediate feedback and to engage in discussions with their peers about math. PALS is for students with diverse academic needs.

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.

1. Lesson will be monitored through classroom walk-throughs and observations.
2. Teacher formative assessments will be reviewed and analyzed.
3. Monthly Professional Development focused on breaking down the standards and creating common standard aligned assignments and assessments.
4. Student achievement data will be reviewed and analyzed.

Person Responsible: Brandie Parks (brandie.parks@sumter.k12.fl.us)

By When: 1. Weekly 2. Ongoing 3. Monthly

#3. 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 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.

The English Language Learners subgroup was identified as a crucial need from the Federal Percentage of Point Index data being below 41% for the year 2021-2022. The Federal Percentage of Point Index for the 2021-2022 school year was 16%.

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

Students will show an increase in achievement in core content area classes. In Math, 41% of students will score proficient on the Algebra 1 and Geometry EOC. In ELA, 41% of 9th and 10th grade students will score proficient, 75% of 9th and 10th grade students will show a learning gain, and 50% of students in the bottom quartile will show a learning gain on the FAST PM 3. Students will score 41% proficiency on the Biology and US History EOC.

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

ELA students will be monitored monthly through the Read 180 program.

Math students will be monitored monthly with the use of Progress Learning or common standard aligned assessments through Big Ideas in Algebra I and Math Nation in Geometry. Progress Learning diagnostic will be administered at the beginning, middle, and end of the year as a monitoring tool.

Science and Social Studies students will be monitored through the Study Island program.

Person responsible for monitoring outcome:

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

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.)

1. Read 180 (Evidence Based Intervention Program for Reading)
2. Small Group Intervention
3. Cooperative Learning Intervention
4. One-to-one tutoring with ESOL Paraprofessional
5. Study Island

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

1. Read 180 - combines online and direct instruction, student assessment, and teacher professional development. Sessions include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.
2. Small Group Interventions are an effective way to differentiate support for learners who are in need of extra instructional time in a specific area.
3. Cooperative learning - students work together in small groups on structured activities. They are individually accountable for their work, learn to work as a team, and assessed as a whole.
4. One-to-one tutoring - allows the ESOL Paraprofessional to determine student's skill level and ensure they've mastered specific skills before moving on. This encourages students to have a more positive

attitude toward learning and higher achievement rates.
5. Study Island - online intervention that provides standards based formative assessments and practice.

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.

1. Identifying students of need through the MTSS Program.
2. Additional support during Raider Time.
3. Lessons will be monitored through classroom walk-throughs and observations.
4. Student achievement data will be reviewed and analyzed.

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

By When: 1. Ongoing 2. Continuous 3. Weekly 4. Monthly

#4. 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 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.

The Black/African-American subgroup was identified as a crucial need from the Federal Percentage of Point Index data being below 41% for the year 2021-2022. The Federal Percentage of Point Index for the 2021-2022 school year was 37%.

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

Students will show an increase in achievement in core content area classes. In Math, 62% of students will score proficient, 75% of students will display a learning gain, and 75% of the bottom quartile students will show a learning gain on the Algebra 1 and Geometry EOC. In ELA, 62% of 9th and 10th grade students will score proficient, 75% of 9th and 10th grade students will show a learning gain, and 75% of students in the bottom quartile will show a learning gain on the FAST PM 3. Students will score 62% proficiency on the Biology and US History EOC.

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

ELA students will be monitored monthly through the Read 180 program.

Math students will be monitored monthly with the use of Progress Learning or common standard aligned assessments through Big Ideas in Algebra I and Math Nation in Geometry. Progress Learning diagnostic will be administered at the beginning, middle, and end of the year as a monitoring tool.

Science and Social Studies students will be monitored through the Study Island program.

Person responsible for monitoring outcome:

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

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.)

1. Read 180 (Evidence Based Intervention Program for Reading)
2. Small Group Intervention
3. Cooperative Learning Intervention
4. Study Island

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

1. Read 180 - combines online and direct instruction, student assessment, and teacher professional development. Sessions include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.
2. Small Group Interventions are an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.
3. Cooperative learning - students work together in small groups on a structured activities. They are individually accountable for their work, and the work of the group as a whole is also assessed.
Cooperative groups work face-to-face and learn to work as a team.
4. Study Island - online intervention that provides standards based formative assessments and practice.

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.

1. Identifying students of need through the MTSS Program.
2. Additional support during Raider Time.
3. Lessons will be monitored through classroom walk-throughs and observations.
4. Student achievement data will be reviewed and analyzed.

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

By When: 1. Ongoing 2. Continuous 3. Weekly 4. Monthly

#5. Positive Culture and Environment specifically relating to Other

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.

Students will show an increase in attendance. A percentage of students do not recognize the importance of regular attendance and the impact it has on their learning.

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.

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

Attendance will be monitored by reviewing weekly attendance reports. Based on those reports, meetings with parents and students will be scheduled.

Person responsible for monitoring outcome:

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

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.)

1. Positive Behavior Intervention System
2. Counseling Services
3. Health Resources
4. Mentoring

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

Students with good attendance learn more, get better grades, and stay in school.
1. PBIS - strategy designed to improve social-emotional, attendance, and achievement outcomes by building school climate, self-control, goal-setting, problem-solving, persistence, and other skills. PBIS rewards students for their positive behaviors at school.
2. Counseling Services - provides students needed social and emotional support.
3. Health Resources - provides students with resources necessary for their well-being.
4. Mentoring - provides students a healthy adult that they can talk to about goal-setting, problem-solving, and other skills necessary for success. This adult is also advocates for the student when needed, helping to provide a positive school climate.

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.

1. PBIS incentives will be created and distributed to students and staff.

2. Attendance will be recorded daily, every period. Students will also track their attendance in their planner.

3. Counseling services will be referred to students identified through MH/TAT or staff/parent referral.

4. Students will be placed in Raider Time classes based on their needs. Those teachers as well as the student's guidance counselor will act as the student's mentor.

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

By When: 1. Daily 2. Ongoing 3. Daily 4. Ongoing

#6. Instructional Practice specifically relating to ELA

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.

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 nonfiction passages. Students lack vocabulary skills and have insufficient fluency in reading. Students struggle to identify questions 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 will perform at or above grade level and/or demonstrate increased proficiency on state testing; 62% of students will score proficient on FAST PM 3, 75% of students will display a learning gain on FAST PM 3, and 75% of the bottom quartile will display a learning gain on FAST PM 3.

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

ELA students will be monitored monthly through the Read 180 program.

Person responsible for monitoring outcome:

Kimberly Moffitt (kimberly.moffitt@sumter.k12.fl.us)

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.)

1. Read 180 (Evidence Based Intervention Program for Reading)
2. Small Group Intervention
3. Cooperative Learning Intervention

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

1. Read 180 - combines online and direct instruction, student assessment, and teacher professional development. Sessions include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.
2. Small Group Interventions are an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.
3. Cooperative learning - students work together in small groups on a structured activities. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

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.

1. Lessons will be monitored through classroom walk-throughs and observations.
2. Teacher formative assessments will be reviewed and analyzed.
3. Monthly Professional Development focused on breaking down the standards and creating common standard aligned assignments and assessments.
4. Student achievement data will be reviewed and analyzed.

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

By When: 1. Weekly 2. Ongoing 3. Ongoing

#7. Instructional Practice specifically relating to Science

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.

Students will show an increase in achievement in Science. Students 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 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 through Study Island.

Person responsible for monitoring outcome:

Elizabeth Cofield (elizabeth.cofield@sumter.k12.fl.us)

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.)

1. Study Island
2. Small Group Intervention
3. Cooperative Learning Intervention

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

1. Study Island - online intervention that provides standards based formative assessments and practice.
2. Small Group Interventions are an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.
3. Cooperative learning - students work together in small groups on a structured activities. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

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.

1. Lessons will be monitored through classroom walk-throughs and observations.
2. Teacher formative assessments will be reviewed and analyzed.
3. Monthly Professional Development focused on breaking down the standards and creating common standard aligned assignments and assessments.
4. Student achievement data will be reviewed and analyzed.

Person Responsible: Brandie Parks (brandie.parks@sumter.k12.fl.us)

By When: 1. Weekly 2. Ongoing 3. Ongoing

#8. Instructional Practice specifically relating to Social Studies

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.

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 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 on state testing. 62% 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 through Study Island.

Person responsible for monitoring outcome:

Danielle Stewart (danielle.stewart@sumter.k12.fl.us)

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.)

1. Study Island
2. Small Group Intervention
3. Cooperative Learning Intervention

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

1. Study Island - online intervention that provides standards based formative assessments and practice.
2. Small Group Interventions are an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.
3. Cooperative learning - students work together in small groups on a structured activities. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

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.

1. Lessons will be monitored through classroom walk-throughs and observations.
2. Teacher formative assessments will be reviewed and analyzed.
3. Monthly Professional Development focused on breaking down the standards and creating common standard aligned assignments and assessments.
4. Student achievement data will be reviewed and analyzed.

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

By When: 1. Weekly 2. Ongoing 3. Ongoing

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).

South Sumter High School uses student data to support the needs of all students, with particular focus on Students With Disabilities, English Language Learners, and Black/African American students. Additionally, school improvement funding will be used on monthly Professional Development focusing on standards mastery for teachers. Professional development will deepen teacher's content knowledge and instructional practices, align with curriculum, assessments, and standards, link to the analysis of teaching and student learning, and be supported by coaching, modeling, observations, and feedback.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

School Advisory Council - The School Improvement Plan will be presented to the School Advisory Council during a meeting for their approval. Each member will have a copy of the School Improvement Plan; however, the plan will be presented along with a PowerPoint so it is easier for stakeholders to articulate the information. During the presentation, members of the SAC will have an opportunity to ask questions and provide feedback.

Leadership Team Meetings
Department Meetings
Professional Learning Communities

The Connection Newsletter sent to parents via email and Remind. It is also posted on the school website and social media.

https://www.sumter.k12.fl.us/Domain/14

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Annual meeting - Open House
Parent friendly version of plan shared with families
Title 1 survey in spring
School Advisory Council meetings
Parent Advisory Council meetings in the fall and spring
Title 1 Comprehensive Needs Assessment
Family Engagement Nights: 9th Grade Orientation, High School and Beyond, Science Night, FASFA
Night, and
AVID Signing
Remind
Social Media Pages
The Connection Newsletter sent to parents via email and Remind. It is also posted on the school website
and social media.
Every flyer for family night will be provided in both English and Spanish

https://www.sumter.k12.fl.us/Domain/14

**Describe how the school plans to strengthen the academic program in the school, increase the
amount and quality of learning time and help provide an enriched and accelerated curriculum.
Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))**

The leadership team has created a common definition of rigor that will be used schoolwide. There will be
additional professional development, increased curriculum modeling and coaching with the Instructional
Resource Teachers. Interventionist will work with targeted students in a small group setting through a
push in model. Monthly data chats will be implemented with the Acceleration Team. There will be weekly
administrative walk throughs with feedback and lesson plans will be monitored to ensure standard based
instruction.

**If appropriate and applicable, describe how this plan is developed in coordination and integration
with other Federal, State, and local services, resources and programs, such as programs
supported under ESSA, violence prevention programs, nutrition programs, housing programs,
Head Start programs, adult education programs, career and technical education programs, and
schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized
support services, mentoring services, and other strategies to improve students' skills outside the
academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Students will have easy access to sign up to see a counselor by scanning a QR code. The school will
complete a Mental Health Training program during Raider Time. Counselors provide weekly check-ins
for students in need and make school psychologist recommendations. The school's Threat Assessment
Team will meet monthly to review and give support to students in need.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce,
which may include career and technical education programs and broadening secondary school
students' access to coursework to earn postsecondary credit while still in high school. (ESSA
1114(b)(7)(iii)(II))**

High School and Beyond Night, Advanced Placement and Dual Enrollment Night, College and Career Night
Open access Advance Placement programs, CTE programs, Cambridge Programs and AVID Courses.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PBIS for all students, discipline matrix, MTSS Tier 2 and Tier 3

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Common planning time for teachers in the same content area, monthly PLCs, school-based professional development, district wide professional development, monthly data chats, monthly AVID strategy (WICOR) walks, and monthly AVID strategy focused lessons. Additionally, school improvement funding will be used on monthly Professional Development focusing on standards mastery and data analysis for teachers. Professional development will deepen teacher's content knowledge and instructional practices, align with curriculum, assessments, and standards, link to the analysis of teaching and student learning, and be supported by coaching, modeling, observations, and feedback.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
2	III.B.	**Area of Focus: Instructional Practice: Math**	$0.00
3	III.B.	**Area of Focus: ESSA Subgroup: English Language Learners**	$0.00
4	III.B.	**Area of Focus: ESSA Subgroup: Black/African-American**	$0.00
5	III.B.	**Area of Focus: Positive Culture and Environment: Other**	$0.00
6	III.B.	**Area of Focus: Instructional Practice: ELA**	$0.00
7	III.B.	**Area of Focus: Instructional Practice: Science**	$0.00
8	III.B.	**Area of Focus: Instructional Practice: Social Studies**	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No