

Sumter District Schools

South Sumter High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	24
Budget to Support Goals	24

South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: Allen Shirley

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: C (52%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Preparing the Next Generation Today - At South Sumter High School, we adhere to the belief that all students can learn. Working as a team, our purpose is to provide a comprehensive educational program that assists all students in acquiring the critical skills for lifelong learning and success. Through all of the COVID-19 barriers, we will reach our goals as we are "Backed by Tradition and Achieving Through Adversity!"

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Shirley, Allen	Principal	<p>Administrator</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Lawrence, Kelly	Other	<p>Testing Coordinator; Graduation Coach; School Data Leader; College Board & Acceleration Leader; Skyward Gradebook & Attendance System Manager</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Moreland, Kay	Instructional Technology	<p>Media Specialist; Electives Department Leader</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Stewart, Danielle	Teacher, K-12	<p>Social Studies Department Leader; Curriculum Resource Teacher; Plan & Lead School Faculty Professional Development</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>

Name	Title	Job Duties and Responsibilities
Norman-Tadlock, Carrie	Assistant Principal	<p>Administrator</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Holloway, Lacy	Teacher, K-12	<p>AVID Coordinator; English Department Leader; Curriculum Resource Teacher; Plan & Lead School Faculty Professional Development</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Breen, Catherine	Teacher, K-12	<p>Curriculum Resource Teacher; Plan & Lead School Faculty Professional Development</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Breen, Charlie	Teacher, K-12	<p>Math Department Leader</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>

Name	Title	Job Duties and Responsibilities
Cofield, Elizabeth	Teacher, K-12	<p>Curriculum Resource Teacher; Plan & Lead School Faculty Professional Development</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Borum, Kimberly	Teacher, K-12	<p>Reading Department Leader; Curriculum Resource Teacher; Plan & Lead School Faculty Professional Development</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Dunn, Jason	Teacher, ESE	<p>ESE Department Leader; Curriculum Resource Teacher; Plan & Lead School Faculty Professional Development</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Edwards, James	Teacher, K-12	<p>Career Technology Education Department Leader</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>

Name	Title	Job Duties and Responsibilities
Epperson, Christopher	Assistant Principal	<p>Administrator</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>
Borum, Jonathan	Guidance Counselor	<p>School Counselor</p> <p>The leadership team makes important decisions to lead and coordinate 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.</p>

Demographic Information

Principal start date

Wednesday 7/1/2020, Allen Shirley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

67

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>High School 9-12</p>

Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: C (52%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	280	282	251	216	1029
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	40	27	22	130
One or more suspensions	0	0	0	0	0	0	0	0	0	68	5	40	37	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	43	27	22	19	111
Course failure in Math	0	0	0	0	0	0	0	0	0	28	15	19	28	90
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	61	52	39	27	179
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	42	45	56	26	169

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	78	51	65	42	236

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	9	3	3	2	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	1	1	6

Date this data was collected or last updated

Monday 9/14/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	334	275	240	206	1055
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	69	30	34	40	173
One or more suspensions	0	0	0	0	0	0	0	0	0	24	50	52	46	172
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	77	57	63	57	254
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	85	53	28	12	178

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	68	50	48	45	211

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	22	6	6	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	3	2	5	23

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	334	275	240	206	1055
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	69	30	34	40	173
One or more suspensions	0	0	0	0	0	0	0	0	0	24	50	52	46	172
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	77	57	63	57	254
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	85	53	28	12	178

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	68	50	48	45	211

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	22	6	6	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	3	2	5	23

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	57%	56%	59%	59%	56%
ELA Learning Gains	48%	48%	51%	56%	56%	53%
ELA Lowest 25th Percentile	37%	37%	42%	41%	41%	44%
Math Achievement	45%	45%	51%	44%	44%	51%
Math Learning Gains	46%	46%	48%	41%	41%	48%
Math Lowest 25th Percentile	50%	50%	45%	38%	38%	45%
Science Achievement	71%	71%	68%	70%	70%	67%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	66%	66%	73%	77%	77%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	55%	59%	-4%	55%	0%
	2018	65%	63%	2%	53%	12%
Same Grade Comparison		-10%				
Cohort Comparison						
10	2019	60%	62%	-2%	53%	7%
	2018	53%	59%	-6%	53%	0%
Same Grade Comparison		7%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	69%	3%	67%	5%
2018	67%	70%	-3%	65%	2%
Compare		5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	69%	-5%	70%	-6%
2018	75%	74%	1%	68%	7%
Compare		-11%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	63%	-33%	61%	-31%
2018	20%	62%	-42%	62%	-42%
Compare		10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	61%	-8%	57%	-4%
2018	53%	63%	-10%	56%	-3%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	46	38	27	29	36	51	42		82	10
BLK	35	44	33	19	41	55	39	38		87	38
HSP	46	42	36	42	47	46	58	54		85	37
MUL	88	80		64						100	70
WHT	60	48	36	49	46	51	77	71		87	53
FRL	49	49	35	42	43	52	65	59		85	41

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	39	28	28	29	41	52	43		76	21
BLK	19	38	39	19	33		29	53		83	10
HSP	57	57	39	31	33	29	64	69		82	44
MUL	60										
WHT	64	58	41	49	42	41	74	81		85	45
FRL	54	53	42	41	41	40	63	72		81	35

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

English Language Arts learning gains of the lowest 25 percentile showed the lowest performance. Bottom quartile learning gains were on upward trend over the prior three years with a significant spike in 2018. Although the 2019 data decreased compared to that year of increase, student scores still demonstrates a positive trend over the previous 3 year span.

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

Social Studies showed the greatest decline from the year prior dropping 11 percentage points from 77% to 66%. In 2019, the school employed a new teacher for the course associated with the EOC US History exam and the veteran teacher of the same course spent time away on maternity leave.

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

Social Studies achievement has the largest gap compared to the state average with a 7% difference. The year prior our social studies achievement exceeded the state average. This year our school's scores declined and the state average score increased.

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

Learning gains from the lower 25 percentile in mathematics showed the most improvement from the year prior, increasing from 38% to 50%. Students in the lower 25 percentile were identified and assigned to a teacher for additional instruction of 25 minutes two times weekly.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Student attendance is a great concern to the school. Students with good attendance learn more, get better grades and stay in school to graduate. The performance of students with disabilities and students who score Level 1 on statewide assessments are of concern as well.

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

1. Increase the positive culture and attitude school-wide for improved student learning.
2. Increase student attendance.
3. Increase learning gains for all students, particularly students with disabilities, in Mathematics and ELA.
4. Increase student achievement in Mathematics, ELA, Science, and Social Studies.
5. Increase students who meet the definition of acceleration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: 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: Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 50% of students will score proficient, 50% of students will display a learning gain and 55% of the students in the bottom quartile will display a learning gain on the Algebra 1 or Geometry EOC Exams.

Person responsible for monitoring outcome: Charlie Breen (charles.breen@sumter.k12.fl.us)

Evidence-based Strategy: Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings, and professional learning communities to share expertise and work collaboratively to improve teaching skills, and the academic performance of students. Teachers will utilize common assessments which are aligned to the standards.

Rationale for Evidence-based Strategy: Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis on student engagement, to help students understand, practice and master math concepts. To enhance student understanding of mathematical standards, students will be exposed to MathNation, Khan academy, Desmos, AP classroom, USA Test Prep, Microsoft Teams, Padlet, MyMathLab, and Study Island. Students will be able to have increased use and understanding through personal student computers, e-binders for all courses, Study Island, Khan Academy, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).

Action Steps to Implement

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

Person Responsible Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Students will show an increase in achievement in English Language Arts. Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials. Students demonstrate lack of interest in comprehension of non-fiction, as well as practice on extended non-fiction passages. Students lack vocabulary skills and have insufficient fluency in reading. Students struggle to identify question types and which reading strategy is appropriate for answering questions. Students lack the ability to write in response to literary and non-fiction text.
Measurable Outcome:	Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 60% of students will score proficient, 50% of students will display a learning gain and 50% of the students in the bottom quartile will display a learning gain on the FSA ELA Exams for 9th and 10th grades.
Person responsible for monitoring outcome:	Lacy Holloway (lacy.holloway@sumter.k12.fl.us)
Evidence-based Strategy:	Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings, and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will utilize common assessments which are aligned to the standards.
Rationale for Evidence-based Strategy:	Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis in student engagement, to help students understand, practice and master reading comprehension to enhance student understanding of English language standards. Reading classes will continue utilizing the Paths curriculum, while ELA has expanded the Pre-AP English program to include Pre-AP English 2 based off of the successes of last year's Pre-AP English 1 program. Students will be exposed to Springboard, Study Island, Khan Academy, CommonLit and differentiated instruction through attending class weekly in a computer lab setting. Students will be able to have increased use and understanding through personal student computers, e-binders for all courses, Nearpod, AP Classroom, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).

Action Steps to Implement

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

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: 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.

Measureable Outcome: Students will perform at or above grade level and/or demonstrate a learning gain on state testing; 75% of students will score proficient on the Biology EOC Exam.

Person responsible for monitoring outcome: Shelbie Wiley (shelbie.wiley@sumter.k12.fl.us)

Evidence-based Strategy: Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will utilize common assessments which are aligned to the standards.

Rationale for Evidence-based Strategy: Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis on student engagement, to help students understand, practice and master concepts to enhance student understanding of science standards. Students will be exposed to hands-on inquiry based labs, research projects, stem projects, real-life experiences with community and business stakeholders outside the classroom setting, student-lead discussion and strategies on scientific current event issues. Students will be able to have increased use and understanding through personal student computers, e-binders for all courses, Study Island, Science News Online, Khan Academy, AP Classroom, USA Test Prep, Gizmos, Nearpod, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).

Action Steps to Implement

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

Person Responsible Allen Shirley (allen.shirley@sumter.k12.fl.us)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus
Description and Rationale: Students will show an increase in achievement in Social Studies. Students have difficulty with content area reading comprehension and demonstrate lack of interest with rigorous content area text.

Measurable Outcome: Students will perform at or above grade on state testing; 70% of students will score proficient on the US History EOC Exam.

Person responsible for monitoring outcome: Danielle Stewart (danielle.stewart@sumter.k12.fl.us)

Evidence-based Strategy: Teachers will participate in monthly and quarterly professional development; faculty meetings, department meetings and professional learning communities to share expertise and work collaboratively to improve teaching skills and the academic performance of students. Teachers will utilize common assessments which are aligned to the standards.

Rationale for Evidence-based Strategy: Professional learning is an on-going process for teachers to incorporate skills and best practice to strengthen their teaching. Common assessments aligned to the standards ensure students are working on grade appropriate assignments and are fully prepared for high stakes assessments. Teachers will use AVID and LFS strategies such as graphic organizers, marking the text and focused notes, with an emphasis on student engagement, to help students understand, practice and master concepts to enhance student understanding of social studies standards. Students will be exposed to a variety of collaborative activities such as socratic seminars, 4-corners, philosophical chairs, cooperative study groups, as well as educational technology tools and games like flip grid, ed puzzle and kahoot. Students will be able to have increased use and understanding through personal student computers, e-binders for all courses, Study Island, Khan Academy, Padlet, Flipgrid, the 9th grade transition program, AP Classroom, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).

Action Steps to Implement

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

Person Responsible Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)

#5. Other specifically relating to Student Acceleration

Area of Focus Description and Rationale: Increase the number of students who are college and career ready. A percentage of students do not graduate high school with the skills required to be successful in the rigorous college education setting or the demanding work force.

Measurable Outcome: The percentage of students who graduate on time with an acceleration mechanism will increase to 65% or more.

Person responsible for monitoring outcome: James Edwards (james.edwards@sumter.k12.fl.us)

Evidence-based Strategy: The administration, curriculum and guidance departments will monitor and verify students are enrolled in the appropriate courses for dual enrollment, advanced placement and industry certification courses. Lessons will be monitored through classroom walk-throughs and observations. Teacher formative assessments and student achievement data will be reviewed and analyzed.

Rationale for Evidence-based Strategy: The acceleration report will be utilized to identify students who have not achieved an acceleration mechanism students will be enrolled appropriately during their 11th or 12th grade year in a CTE or dual enrollment course. Those students will be enrolled in such courses appropriately. The College Board AP Potential report will also be utilized to identify students who have the potential to be successful in AP courses. The AP Capstone Program has been implemented to encourage and challenge students to achieve Capstone Status and graduate with a specialized AP high school diploma. The Pre-AP program has replaced English Honors to better prepare students in 9th grade for success throughout high school and to meet the prepare for the expectations of future AP courses. Students will be advised and counselled to ensure requirements for dual enrollment are achieved. Students who are college ready will be identified and appropriately enrolled in dual enrollment courses. New course offering for dual enrollment on-campus will offer students an entry level course for college credit without leaving campus and introduce students to college level courses. Informational meetings concerning the benefits of taking AP courses will be presented to students, parents and families.

Action Steps to Implement

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

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

#6. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Students will show an increase in attendance. A percentage of students do not recognize the importance of regular school attendance.

Measureable Outcome: The school's average daily attendance will increase to 95% or more. The percentage of students with excessive absences will decrease to 12% or less. Graduation rate will increase to 90% or more.

Person responsible for monitoring outcome: Christopher Epperson (christopher.epperson@sumter.k12.fl.us)

Evidence-based Strategy: Accurate attendance is recorded daily, every period. Unexcused and total chronic student absences are monitored daily. Unexcused student absences are identified early and reasons of non-attendance are addressed with counseling and other support. A Positive Attendance Plan is in place to reward students for making regular school attendance a priority. Students with perfect attendance and zero unexcused absences are rewarded weekly and biquarterly, respectively. Students will advocate for themselves and monitor their attendance regularly. Administration will notify students and parents for repetitive unexcused absences by distributing letters to students, mailing letters home to parents, calling parents, issuing attendance contracts and providing counseling. Teachers will create and maintain an engaging classroom that students will want to attend and learn. Teachers will emphasize the correlation of regular school attendance and classroom success. Teachers and administration will ensure attendance is recorded accurately every day, every period.

Rationale for Evidence-based Strategy: Students with good attendance learn more, get better grades and stay in school.

Action Steps to Implement

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

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school will assign a dedicated paraprofessional for monitoring, tracking, communicating and counseling student attendance. Students will be rewarded for positive attendance. Students who do not perform on grade level (level 1 or level 2) on state assessments will be given additional instruction opportunities every day to focus on either mathematics or English language arts.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At South Sumter High School we strive to build relationships with our students’ families to increase academic success. To increase awareness and participation in school functions and meetings, we have a variety of ways to disseminate information.

- A. Posting information on the marquee in front of the school.
- B. Mailing and emailing a school newsletter, including a calendar monthly.
- C. Notifications to parents and students via the Remind App.
- D. Use of the School District Telephone call out system.
- F. Posting information on the school website.
- G. Encouraging teachers to email parents using Skyward.
- H. Notifications to parents and students via mass emails through Skyward.
- I. Parent Involvement Activities

In addition, parents have access to Skyward Family Access on the electronic grade book. By increasing parent involvement, relationships will be built between the school and students and their families. More communication leads to more involvement and support from families.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math	\$750.00
----------	---------------	---	-----------------

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0171 - South Sumter High School	Other		\$750.00
<i>Notes: AVID & LFS-SAC School Improvement Funds</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0171 - South Sumter High School	Other		\$750.00
<i>Notes: AVID & LFS Strategies-SAC School Improvement Funds</i>						
3	III.A.	Areas of Focus: Instructional Practice: Science				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0171 - South Sumter High School	Other		\$750.00
<i>Notes: AVID & LFS Strategies - SAC School Improvement Funds</i>						
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0171 - South Sumter High School	Other		\$750.00
<i>Notes: AVID & LFS Strategies - SAC School Improvement Funds</i>						
5	III.A.	Areas of Focus: Other: Student Acceleration				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0171 - South Sumter High School	Other		\$450.00
<i>Notes: AVID & LFS Strategies - SAC School Improvement Funds</i>						
6	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0171 - South Sumter High School	Title, I Part A		\$25,000.00
<i>Notes: Attendance Paraprofessional Position to assist student attendance monitoring and notifications.</i>						
					Total:	\$28,450.00