

Sumter District Schools

South Sumter Middle School



2020-21 Schoolwide Improvement Plan

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South Sumter Middle School

773 NW 10TH AVE, Webster, FL 33597

[no web address on file]

Demographics

Principal: Joel Camp

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (60%) 2017-18: B (61%) 2016-17: B (57%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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

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

Provide the school's vision statement

Inspiring all students to persevere and achieve lifelong success.

School Leadership Team

Membership

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
Camp, Joel	Principal	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Wyatt, Jennifer	Assistant Principal	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Field, Angeline	Other	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership</p>

Name	Title	Job Duties and Responsibilities
		<p>team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Kadur, Dieter	Other	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Lashley, Debra	Guidance Counselor	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Morrison, Stacy	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings,</p>

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		<p>mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
<p>Shirley, Desa-Rae</p>	<p>Teacher, K-12</p>	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
<p>Strickland, Deanna</p>	<p>Teacher, K-12</p>	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>

Name	Title	Job Duties and Responsibilities
Tyson, Kimberly	Instructional Media	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
White, Morris	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Williams, Gail	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership</p>

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		<p>team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
<p>Bell, Autumn</p>	<p>Teacher, K-12</p>	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
<p>Strickland, Keri</p>	<p>Guidance Counselor</p>	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
<p>Landers, Pamela</p>	<p>Administrative Support</p>	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings,</p>

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Ishee, Brie	Other	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Frazier, Desiree	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>

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Woythaler, Amanda	Assistant Principal	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Paulynice, Shelly	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
Figueroa, Amanda	Teacher, K-12	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership</p>

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<p>Moses, Dawn</p>	<p>Teacher, K-12</p>	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
<p>Giglotti, Deanna</p>	<p>Teacher, K-12</p>	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings, mentoring services and professional development training. Meetings are held on a weekly basis. Varying issues are discussed and decided upon during these meetings. The leadership team is then responsible for sharing the information with teachers to keep them aware of any changes and all decisions made by the leadership team. The leadership team also lead team, grade level, and/or department meetings. During these meetings, updates are discussed, and PLCs are conducted to focus on the school's latest data and student academic needs.</p>
<p>Hart, Marcellus</p>	<p>Teacher, ESE</p>	<p>The school leadership team consists of the principal, assistant principals, guidance counselors, department level chairs, team leaders, and support staff. The roles and responsibilities of the school leadership team include establishing and maintaining a positive, effective learning environment, building a cohesive team, effectively communicating with other teachers and providing support for teachers through discussions, meetings,</p>

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Demographic Information

Principal start date

Friday 6/1/2018, Joel Camp

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.*

1

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.*

16

Total number of teacher positions allocated to the school

61

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
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 English Language Learners Hispanic Students

	Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (60%) 2017-18: B (61%) 2016-17: B (57%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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	292	273	304	0	0	0	0	869
Attendance below 90 percent	0	0	0	0	0	0	28	23	35	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	17	1	84	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	15	11	25	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	16	24	18	0	0	0	0	58
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	37	29	38	0	0	0	0	104
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	28	36	0	0	0	0	97

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	40	32	61	0	0	0	0	133

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	293	321	269	0	0	0	0	883
Attendance below 90 percent	0	0	0	0	0	0	33	39	41	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	1	91	74	0	0	0	0	166
Course failure in ELA or Math	0	0	0	0	0	0	37	46	57	0	0	0	0	140
Level 1 on statewide assessment	0	0	0	0	0	0	53	70	74	0	0	0	0	197

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	28	62	72	0	0	0	0	162

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	293	321	269	0	0	0	0	883
Attendance below 90 percent	0	0	0	0	0	0	33	39	41	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	1	91	74	0	0	0	0	166
Course failure in ELA or Math	0	0	0	0	0	0	37	46	57	0	0	0	0	140
Level 1 on statewide assessment	0	0	0	0	0	0	53	70	74	0	0	0	0	197

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	28	62	72	0	0	0	0	162

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	59%	59%	54%	60%	60%	53%
ELA Learning Gains	56%	56%	54%	58%	58%	54%
ELA Lowest 25th Percentile	42%	42%	47%	47%	47%	47%
Math Achievement	67%	67%	58%	65%	65%	58%
Math Learning Gains	61%	61%	57%	60%	60%	57%
Math Lowest 25th Percentile	56%	56%	51%	53%	53%	51%
Science Achievement	53%	53%	51%	62%	62%	52%
Social Studies Achievement	74%	74%	72%	71%	71%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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
06	2019	57%	63%	-6%	54%	3%
	2018	55%	60%	-5%	52%	3%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	59%	61%	-2%	52%	7%
	2018	50%	55%	-5%	51%	-1%
Same Grade Comparison		9%				
Cohort Comparison		4%				
08	2019	55%	60%	-5%	56%	-1%
	2018	71%	66%	5%	58%	13%
Same Grade Comparison		-16%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%	68%	-3%	55%	10%
	2018	65%	65%	0%	52%	13%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	67%	62%	5%	54%	13%
	2018	58%	57%	1%	54%	4%
Same Grade Comparison		9%				
Cohort Comparison		2%				
08	2019	36%	47%	-11%	46%	-10%
	2018	49%	49%	0%	45%	4%
Same Grade Comparison		-13%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	48%	53%	-5%	48%	0%
	2018	60%	57%	3%	50%	10%
Same Grade Comparison		-12%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	70%	2%	71%	1%
2018	71%	70%	1%	71%	0%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	63%	17%	61%	19%
2018	82%	62%	20%	62%	20%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	61%	39%	57%	43%
2018	98%	63%	35%	56%	42%
Compare		2%			

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	26	42	38	34	53	51	29	56	27		
ELL	38	41	35	58	74	73					
BLK	44	56	56	53	53	41	27	59	67		
HSP	60	57	49	71	64	67	50	76	65		
MUL	61	60		72	58						
WHT	60	56	36	68	61	56	59	74	71		
FRL	53	55	47	63	60	57	46	72	62		

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	29	45	39	34	48	42	41	42	69		
ELL	9	20		36	73						
BLK	46	57	60	52	49	50	53	75	60		
HSP	54	56	45	64	62	48	45	63	71		
MUL	65	57		73	52		70				
WHT	63	59	45	66	61	54	65	72	74		
FRL	55	56	47	62	58	49	55	67	68		

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	60
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	537
Total Components for the Federal Index	9
Percent Tested	99%

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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	51
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	62
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	63
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	60
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	57
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

The lowest performance was the lowest 25th percentile in ELA. Contributing factors include students being several grade levels behind, having decoding and comprehension difficulties, and struggling in integration of knowledge and key ideas and details, as well as having a lack of background knowledge. Trends show that the lowest 25th percentile in ELA is always the lowest score for SSMS.

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

The data with the greatest decline from the previous year is Science achievement which decreased by 9%. Factors that led to the decrease include students having reading deficiencies and being several grade levels behind in performance.

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

The greatest gap when compared to the state average is the lowest 25th percentile in ELA. It was 5% below the state average. Contributing factors include students being several grade levels behind in performance, having decoding and comprehension difficulties, and struggling in integration of knowledge and key ideas and details, as well as having a lack of background knowledge. Trends show that the lowest 25th percentile in ELA is either at or below the state average over the past years.

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

The lowest 25th percentile in Math and Social Studies achievement showed the most improvement. They both increased by 3%. New actions that were taken include incorporating math skills using iXL during 6th period daily and the Social Studies department did a more thorough integration of the ELA strategy of marking the text as well as an intensive review.

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

One area of concern is the number of students scoring a Level I on one or more of their achievement tests. This population represents 22% of our total student body.

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

1. Increase student achievement in Math, Science, ELA, and Social Studies
2. Increase learning gains with our targeted ESSA subgroup (Students with Disabilities)
3. Increased attendance through our positive rewards system for perfect attendance
4. Decrease in the area of discipline by increasing positive behavior through the schoolwide PBIS program
5. Increase learning gains for our bottom 25th percentile

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The ELA achievement decreased by 1% from 2018 to 2019 results and is only 5% above the state average. The lowest 25% in ELA decreased by 5% from the previous year and is the lowest grading component of all areas measured. Intensive remediation and supplemental support will lead to increased ELA achievement and overall success in other academic areas.

Measureable Outcome: SSMS students will improve the ELA school grading component from 52% in 2018-19 to 62% in 2020-21.

Person responsible for monitoring outcome: Joel Camp (joel.camp@sumter.k12.fl.us)

Evidence-based Strategy: Students will use AVID strategies throughout all of their classes. Students scoring a Level I in ELA will be enrolled in an Intensive Reading class. The Reading coach will provide resources and guidance to help teachers focus on specific skills. Teachers will be trained and use Core Connections writing strategies to increase proficiency in text-based writing and mapping of the text. Teachers will use Curriculum maps and timelines to ensure all ELA standards are taught. Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum. Writing Rubrics will be discussed with students and reviewed after each formative assessment. The ELA department will meet to participate in data chats, as well as ELA teachers will use data to help students chart their progress on formative assessments, including their iReady and Achieve assessments throughout the year. ELA teachers will collaborate with other content area teachers to share the writing rubric and assist in "writing to learn" across the curriculum. ELA students will use Common Lit to work on reading comprehension and increase their Lexile levels. FSA, iReady, Common Lit, and AR testing data will be used to reform flexible grouping each time data is received.

Rationale for Evidence-based Strategy: We believe that the use of these strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through Intensive Reading classes, Common Lit, and individual and small group support in the classroom. These strategies have proven successful in closing the achievement gap. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

Action Steps to Implement

1. Educators will make consistent use of data throughout the school year to improve instruction.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

2. Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

3. Teachers and leadership team will monitor fidelity of these interventions.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the data, the school wants to continue the trend of increasing mathematics achievement, increasing lowest 25th percentile learning gains, and increasing overall learning gains. Intensive remediation and supplemental support will lead to increased mathematics achievement as well as allow students to understand how to solve real world mathematical problems.

Measureable Outcome: SSMS students will improve the mathematics school grading component from 61% in 2018-19 to 65% in 2020-21.

Person responsible for monitoring outcome: Joel Camp (joel.camp@sumter.k12.fl.us)

Evidence-based Strategy: AVID strategies will be used across all content areas. Students will be given additional time to practice to math skills daily in 6th period on iXL. Teachers will follow curriculum maps and timelines to ensure all standards are taught. Professional Learning Communities will plan and collaborate with other teachers to develop lesson plans that address student weaknesses. Select underperforming students will participate in an after-school program if funds are available. Selected student will be provided additional instructional time on iReady to ensure mastery of math standards.

Rationale for Evidence-based Strategy: We believe that the use of these strategies will allow the students at SSMS to show increase in achievement due to the supplemental support they will receive through 6th period classes, iReady, and individual and small group support in the classroom. These strategies have proven successful in closing the achievement gap. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

Action Steps to Implement

1. Educators will make consistent use of data throughout the school year to improve instruction.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

2. Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

3. Teachers and leadership team will monitor fidelity of these interventions.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

The Science achievement decreased by 9% from 2018 to 2019 results and is only 2% above the state average. Intensive remediation and supplemental support will lead to increased Science achievement and overall success in solving real world science problems.

Measurable Outcome: SSMS students will show an increase in student achievement on the FCAT science 2.0 assessment from 53% in 2018-19 to 62% in 2020-21.

Person responsible for monitoring outcome:

Joel Camp (joel.camp@sumter.k12.fl.us)

Evidence-based Strategy:

Teachers will follow the district curriculum map and course timeline for prioritized skills to ensure all students receive guaranteed and viable curriculum and use data to drive instruction. Science teachers will increase hands-on, guided inquiry lessons, incorporating writing and AVID strategies and collaboration through the use of Pearson Realize. Professional Learning Communities will plan and collaborate with other teachers to develop lesson plans that address student background knowledge weakness throughout a lesson. Students will increase real world setting science experience by participating in Environmental Science Activities through the Sumter Environmental Education Center for 6th grade, 7th grade Water Quality with the Marine Science Center, and the 8th grade solar car race. Students will utilize Study Island for additional instruction in the science standards. All students will complete a science project using the scientific method and also use STEM activities. Teachers will incorporate content area reading strategies and specific vocabulary strategies to increase student comprehension of science text through the use of AVID strategies.

Rationale for Evidence-based Strategy:

We believe that the use of these strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through real-world, inquiry based lessons, Study Island, and individual and small group support in the classroom. These strategies have proven success in closing the achievement gap. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

Action Steps to Implement

1. Educators will make consistent use of data throughout the school year to improve instruction.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

2. Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

3. Teachers and leadership team will monitor fidelity of these interventions.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Based on the data, the school wants to continue the trend of increasing Civics EOC achievement. Intensive remediation and supplemental support will lead to increased Civics achievement as well as allow students to understand how Civics applies to their lives in the real world.

Measureable Outcome: SSMS students will show an increase in student achievement on the Civics EOC from 74% in 2018-19 to 80% in 2020-21.

Person responsible for monitoring outcome: Joel Camp (joel.camp@sumter.k12.fl.us)

Evidence-based Strategy: Teachers will incorporate Civics concepts into ELA lessons as appropriate. Civics teachers will collaborate to develop lessons that focus on necessary targets. AVID strategies will be used across content areas. Students will use Data Based Questioning projects to further their understanding of the Civics standards. Students will participate in a standards review prior to the Civics EOC.

Rationale for Evidence-based Strategy: We believe that the use of these strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through DBQ projects, connecting Civics to other subject areas, and individual and small group support in the classroom. These strategies have proven success in closing the achievement gap. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

Action Steps to Implement

1. Educators will make consistent use of data throughout the school year to improve instruction.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

2. Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

3. Teachers and leadership team will monitor fidelity of these interventions.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The prior year's ESSA data showed that students with disabilities met 40% of the federal index and are below the 41% ESSA requirement. Intensive remediation and supplemental support will lead to increased performance and overall success for students in their academic classes.

Measureable Outcome: Students with disabilities will show an increase in the ESSA federal index from 40% in 2018-19 to 41% in 2020-21.

Person responsible for monitoring outcome: Joel Camp (joel.camp@sumter.k12.fl.us)

Evidence-based Strategy: AVID strategies will be used across all content areas. iXL, Common Lit, iReady, and Study Island will be used to supplement standards instruction. Students with disabilities scoring a level 1 on their ELA FSA will be enrolled in an Intensive Reading course. Timelines, curriculum maps, and access point guidelines will direct teacher instruction. Inclusion support services will be utilized across content areas to provide extra support to students with disabilities. Select underperforming students with disabilities will participate in the after school program if funds are available. Students with disabilities that are in the bottom quartile of math or ELA will receive extra standards practice through once a week computer lab pull-outs.

Rationale for Evidence-based Strategy: We believe that the use of these strategies will allow the students at SSMS to show increased achievement due to the supplemental support they will receive through Intensive Reading classes, Common Lit, inclusion support services, iReady, and individual and small group support in the classroom. These strategies have proven success in closing the achievement gap. These strategies will be monitored through data chats with students and teachers. Data chats will enable students and teachers to see the progress being made towards learning goals.

Action Steps to Implement

1. Educators will make consistent use of data throughout the school year to improve instruction.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

2. Students will monitor their progress in achieving learning goals throughout the year using formative assessments.

Person Responsible Joel Camp (joel.camp@sumter.k12.fl.us)

3. Teachers and leadership team will monitor fidelity of these interventions.

Person Responsible Joel Camp (joel.camp@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.

- 1. One hundred percent of staff and students will incorporate school-wide digital literacy and technology integration in order to increase student learning outcomes through enhanced instruction. The reason for increasing digital literacy and technology integration is to help with individualized learning, to increase student achievement and learning gains, and to prepare students to be college and career ready in a digital world.**
- 2. Students will show a decrease in the area of discipline. Parent calls/notes, parents conferences, lunch detention, PBS strategies, and short conduct forms are used as interventions for student behavior.**
- 3. Students will show a decrease in the number of absences from school. Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives, and attendance contracts will be used. The students with excessive absences will be placed on a targeted attendance list where their attendance is closely monitored.**
- 4. Parent involvement will show an increase. Evening events will be planned in order to provide opportunities for more parents to become involved. Events will be advertised through the monthly school newsletter, school sign, and call outs to parents.**

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.

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS). Various activities are held throughout the school year which encourage parent involvement in SSMS. These activities include, AVID nights, AVID contract signing night, orientation for each grade level, and conference nights. These events allow parents to meet with teachers and to be active participants in their children's academic journey at SSMS. Partnerships with local businesses have been established to ensure students have the supplies they need for school. The school receives donations such as bookbags, general school supplies, as well as clothing for those students that are in need. These partnerships secure the items students need so that they can focus on their studies and not worry about the things they need for school. Community stakeholders and industry stakeholders play an integral role in fulfilling the school's mission. They are also invited to present at various Career Day activities held throughout the year on campus to

provide the students with information on possible future career opportunities and to provide students with the tools needed to become college and career ready.

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: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$2,575.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0042 - South Sumter Middle School	Title, I Part A		\$2,575.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$2,575.00