

Sumter District Schools

South Sumter High School



2019-20 School Improvement Plan

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South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: Christina Mckinney

Start Date for this Principal: 1/9/2017

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 Grade	2018-19: B
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

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.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
McKinney, Christina	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
Anderson, 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
Dolan, Danielle	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>
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>
Weber, Evelyn	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>
Leggett, Amanda	Teacher, K-12	<p>Science Department Leader</p> <p>The leadership team makes important decisions to lead and coordinate improvement of the school. The team meets weekly</p>

Name	Title	Job Duties and Responsibilities
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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.

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	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

FTE units allocated to school (total number of teacher units)

67

Date this data was collected or last updated

Sunday 9/15/2019

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	92	75	80	77	324
One or more suspensions	0	0	0	0	0	0	0	0	0	104	68	55	54	281
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	7	4	2	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	105	62	34	12	213
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	90	55	43	37	225

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	92	75	80	77	324
One or more suspensions	0	0	0	0	0	0	0	0	0	104	68	55	54	281
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	7	4	2	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	105	62	34	12	213
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	90	55	43	37	225

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%
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	
Number of students enrolled	334 (0)	275 (0)	240 (0)	206 (0)	1055 (0)
Attendance below 90 percent	69 (92)	30 (75)	34 (80)	40 (77)	173 (324)
One or more suspensions	24 (104)	50 (68)	52 (55)	46 (54)	172 (281)
Course failure in ELA or Math	77 (5)	57 (7)	63 (4)	57 (2)	254 (18)
Level 1 on statewide assessment	85 (105)	53 (62)	28 (34)	12 (12)	178 (213)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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

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
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

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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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? (see Guidance tab for additional information)

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	
Title	Students will show an increase in achievement in Mathematics
Rationale	Students have difficulty mastering mathematical concepts because of the lack of fundamental math skills.
State the measureable outcome the school plans to achieve	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. 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, MyMathLab, Geometer's Sketchpad, Study Island and IXL. Students will be able to have increased use and understanding through personal student computers, e-binders for all courses, Study Island, Khan Academy, Nearpod, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 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	Christina McKinney (christina.mckinney@sumter.k12.fl.us)

#2	
Title	Students will show an increase in achievement in English Language Arts
Rationale	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.
State the measureable outcome the school plans to achieve	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	<p>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.</p> <p>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 utilize a new curriculum, Paths while ELA will begin a new 9th grade Pre-AP program for English 1. Students will be exposed to Springboard, CommonLit, Study Island, Khan Academy, Achieve 3000 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, Study Island, Khan Academy, Nearpod, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 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	
Title	Students will show an increase in achievement in Science
Rationale	Students have difficulty with content area reading comprehension and demonstrate a lack of interest with rigorous content area text.
State the measureable outcome the school plans to achieve	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	Amanda Leggett (amanda.leggett@sumter.k12.fl.us)
Evidence-based Strategy	<p>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.</p> <p>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, Gizmos, Nearpod, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 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)

#4	
Title	Students will show an increase in achievement in Social Studies.
Rationale	Students have difficulty with content area reading comprehension and demonstrate lack of interest with rigorous content area text.
State the measureable outcome the school plans to achieve	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	<p>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.</p> <p>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, Nearpod, the 9th grade transition program, the after-school program, the Raider Time curriculum and the MTSS/RTI program (for identified students).</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 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	
Title	Increase the number of students who are college and career ready.
Rationale	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.
State the measureable outcome the school plans to achieve	The percentage of students who graduate on time with an acceleration mechanism will increase to 55% or more.
Person responsible for monitoring outcome	Kelly Lawrence (kelly.lawrence@sumter.k12.fl.us)
Evidence-based Strategy	<p>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.</p> <p>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 1 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.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 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 Carrie Norman-Tadlock (carrie.norman-tadlock@sumter.k12.fl.us)

#6

Title Students will show an increase in attendance.

Rationale A percentage of students do not recognize the importance of regular school attendance.

State the measureable outcome the school plans to achieve 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 Danielle Dolan (danielle.dolan@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 Step

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 in emphasized throughout the school.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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. Re
- 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.

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.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students will receive instruction in social-emotional learning through the Nearpod curriculum in Raider Time. Topics that will be covered include, but are not limited to, My Values, My Emotional Cup. Identifying Strengths, Suicide Prevention, My Emotions. We will provide students with group counseling. Students will be grouped by need and the counselor will use additional curriculum from Nearpod that is appropriate and supports the students' needs. For students who may need more interventions, individual counseling will be provided based on their need. Additional curriculum from Nearpod will be used to provide the support.

All students have a mentor of their choice. Students chose their mentor by completing a survey in FORMS. They meet daily with their mentor in Raider Time. Teachers will have one-

on-one conversations with students about grades and students will participate in motivational activities.

Students will be referred by a classroom teacher to receive extra mentoring services. These services can include extra time being spent with their mentor or assigning an additional mentor (school counselors). Mentors will be informed of any issues the student may be having (disciplinary, social, emotional, academic).

We will also utilize our Peers as Partners students to provide peer mentoring and academic support to these students. Students will also do weekly check-ins with their counselor and meet with their counselor at least once a week. Counselors will provide strategies and support to students to help them be successful.

Take Stock in Children is another mentoring program students are pre-selected and they meet with their mentor on a regular basis at least once a month.

Students will do daily check-ins with their counselors or designated office staff and meet with their counselor at least once a week or more frequently if needed. Counselors will provide strategies and support to students to help them be successful.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We have cross curriculum and planning with middle school teachers. Incoming 9th graders visit the high school on a school day during the spring of their 8th grade year to learn about the school and take a guided tour. We also have an open house in the evening for incoming 9th graders and their parents in the spring of their 8th grade year. A few days before school starts, all incoming students can pick up their school-issued student computer laptop and incoming 9th graders can pick up their schedules, meet their teachers, and get a tour of the campus. We publish a curriculum guide for students and parents to provide communication of graduation and grade-level requirements. The RISE program is offered in conjunction with the local state college for college readiness. The AVID students take field trips to tour college campuses. Various academies also provide college field trips for students. Teachers go above and beyond the teaching expectations to ensure new students catch up with the class by allowing them to do less work until they are settled. Our students are supportive of their new classmates by helping to bring them up to date with class work. The counselors see that the new students are placed in the correct courses to ensure no loss of credits. We have student ambassadors to show new students around and help them get acclimated to the school. The AVID curriculum is being implemented in our Freshmen Transition Program. Students select a Raider Time teacher as their mentor for the school year. That teacher mentor provides support, encouragement and motivation to attend school regularly and achieve in the classroom.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

To use resources efficiently, our school uses data to identify trends and patterns. Resources are allocated and used to provide students with the best opportunities available to meet promotion and graduation requirements. The master schedule is built to meet the academic needs and the interests of the students. MTSS is used to improve learning for all students. Tier 1 instruction is based on best practices and differentiated instruction and provided to

all students. When students need instruction beyond what is provided universally, they are referred to Tier 2 where additional interventions and specialized instruction is provided. If the intensity of the interventions needs to increase, the student will move from Tier 2 to Tier 3. The process is overseen by the MTSS facilitator. Data showing the student's progress is collected frequently and reviewed by the MTSS facilitator, classroom teacher, intervention provider, and counselor. Administration ensures the fidelity of the process. We have ESE support facilitators that provides assistance to students in the reading and math classrooms. We also have a Learning Strategies class for students with disabilities where they are given extra support.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

South Sumter High School hosts a College and Career Fair where students have an opportunity to explore many of the possibilities available upon graduation. Our community's business partners and a variety of college representatives attend and help students explore the possibilities. Students also offered a field trip to Lake Sumter State College to learn about various program diplomas, including the Lineman program. The School District offers a hiring fair for senior students to apply and interview for immediate hire upon graduation of high school.

South Sumter High School offers career planning courses with programs that, upon completion, students can receive industry standard certification. The programs offered include Medical Career, Agri-science, Child Care, Criminal Justice, Business, Personal Training and Teaching Career. With the assistance from the school counselors, each student can be scheduled in any of these academies to find a relevant course of study. The Exceptional Student program offers career preparation and career experience in the transition courses for students with disabilities. Counselors review course plans with students each year to support meaningful course and program selection maximizing opportunities for scholarships, articulated college credit, acceleration, and industry certification.

At the end of the year, CTE programs host award nights to recognize our business partners for their support and also recognize students for their achievements.

Part V: Budget

1	III.A	Areas of Focus: Students will show an increase in achievement in Mathematics				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0171 - South Sumter High School	Other		\$750.00
<i>Notes: AVID & LFS Strategies - SAC School Improvement Funds</i>						
2	III.A	Areas of Focus: Students will show an increase in achievement in English Language Arts				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0171 - South Sumter High School	Other		\$750.00
			<i>Notes: AVID & LFS Strategies - SAC School Improvement Funds</i>			
3	III.A	Areas of Focus: Students will show an increase in achievement in Science				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0171 - South Sumter High School	Other		\$750.00
			<i>Notes: AVID & LFS Strategies - SAC School Improvement Funds</i>			
4	III.A	Areas of Focus: Students will show an increase in achievement in Social Studies.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0171 - South Sumter High School	Other		\$750.00
			<i>Notes: AVID & LFS Strategies - SAC School Improvement Funds</i>			
5	III.A	Areas of Focus: Increase the number of students who are college and career ready.				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0171 - South Sumter High School	Other		\$450.00
			<i>Notes: Parent & Family Informational Meetings for Acceleration: Advanced Placement Courses, Dual Enrollment College Courses, Career Technical Education Courses for Industry Certifications. Budget: Title I Parent Involvement Allocation Funds</i>			
6	III.A	Areas of Focus: Students will show an increase in attendance.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0171 - South Sumter High School	Title, I Part A		\$25,000.00
			<i>Notes: Attendance Paraprofessional Position to assist student attendance monitoring and notification</i>			
					Total:	\$28,450.00