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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

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

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

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

## Purpose and Outline of the SIP

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

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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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

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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.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Allen Shirley

##### Position Title

Principal

##### Job Duties and Responsibilities

---

The Leadership Team is responsible for making key decisions that drive and coordinate the school's improvement efforts. Meeting weekly on Tuesday mornings, the team discusses the daily operations of the school, makes strategic decisions regarding curriculum, instruction, and professional development, and identifies opportunities to foster family and community engagement. In addition to

these responsibilities, the team also serves as the AVID Site Team, overseeing the development and execution of the school-wide AVID implementation plan.

## **Leadership Team Member #2**

### **Employee's Name**

Latonya Miller

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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## **Leadership Team Member #3**

### **Employee's Name**

Ricaldo Velazquez

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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## **Leadership Team Member #4**

### **Employee's Name**

Donna Cook

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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## **Leadership Team Member #5**

### **Employee's Name**

Brandie Parks

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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## **Leadership Team Member #6**

### **Employee's Name**

Kylie Ondrizek

### **Position Title**

Cambridge/AP Coordinator

### **Job Duties and Responsibilities**

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## **Leadership Team Member #7**

### **Employee's Name**

Danielle Stewart

**Position Title**

Teacher/K-12

**Job Duties and Responsibilities**

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**Leadership Team Member #8****Employee's Name**

Lacy Holloway

**Position Title**

Teacher/K-12

**Job Duties and Responsibilities**

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**Leadership Team Member #9****Employee's Name**

Charlie Breen

**Position Title**

Teacher/K-12

**Job Duties and Responsibilities**

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## **Leadership Team Member #10**

### **Employee's Name**

Elizabeth Cofield

### **Position Title**

Teacher/K-12

### **Job Duties and Responsibilities**

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## **Leadership Team Member #11**

### **Employee's Name**

Jason Dunn

### **Position Title**

Teacher/K-12

### **Job Duties and Responsibilities**

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## **Leadership Team Member #12**

### **Employee's Name**

David Swartzfager

### **Position Title**

Teacher/K-12

### **Job Duties and Responsibilities**

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of the school, makes strategic decisions regarding curriculum, instruction, and professional development, and identifies opportunities to foster family and community engagement. In addition to these responsibilities, the team also serves as the AVID Site Team, overseeing the development and execution of the school-wide AVID implementation plan.

### **Leadership Team Member #13**

**Employee's Name**

Sandra McClanahan

**Position Title**

Teacher/K-12

**Job Duties and Responsibilities**

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### **Leadership Team Member #14**

**Employee's Name**

Jonathan Borum

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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### **Leadership Team Member #15**

**Employee's Name**

Kassy Epperson

**Position Title**

School Counselor

### **Job Duties and Responsibilities**

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## **Leadership Team Member #16**

### **Employee's Name**

Stephanie Moffitt

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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## **Leadership Team Member #17**

### **Employee's Name**

Kimberly Moffitt

### **Position Title**

Teacher/K-12

### **Job Duties and Responsibilities**

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## Leadership Team Member #18

**Employee's Name**

Kimberly Beserock

**Position Title**

Staffing Specialist

**Job Duties and Responsibilities**

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## Leadership Team Member #19

**Employee's Name**

Shelly Hunt

**Position Title**

MTSS Coordinator

**Job Duties and Responsibilities**

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## Leadership Team Member #20

**Employee's Name**

Kerri McCullough

**Position Title**

Testing Coordinator

**Job Duties and Responsibilities**

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of the school, makes strategic decisions regarding curriculum, instruction, and professional development, and identifies opportunities to foster family and community engagement. In addition to these responsibilities, the team also serves as the AVID Site Team, overseeing the development and execution of the school-wide AVID implementation plan.

## **Leadership Team Member #21**

### **Employee's Name**

Amy Fussell

### **Position Title**

Media Specialist

### **Job Duties and Responsibilities**

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## **Leadership Team Member #22**

### **Employee's Name**

Melani Haugabrook

### **Position Title**

Instructional Coach

### **Job Duties and Responsibilities**

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## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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

### SIP Monitoring

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

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The School Improvement Plan (SIP) will be closely monitored through monthly data discussions led by the Administrative Team and subsequently reviewed by the Leadership Team. Data will be disseminated to staff during department meetings and Professional Learning Communities (PLCs). Should the data indicate areas requiring adjustments, the Leadership Team will implement the necessary revisions and present them to the school staff and the School Advisory Council as part of a mid-year review. Additionally, the administration will review the SIP goals with staff on a monthly basis for reflection and continuous improvement, in alignment with the Superintendent's directive. SIP reflection will be incorporated into all staff meeting agendas. Furthermore, the District will oversee the plan's implementation through monthly calls with the Bureau of School Improvement to ensure fidelity and progress.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>37.4%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>68.5%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	128	127	129	77	461
One or more suspensions	116	89	87	56	348
Course failure in English Language Arts (ELA)	34	57			91
Course failure in Math	62	41	19	1	123
Level 1 on statewide ELA assessment	32	56	0	0	88
Level 1 on statewide Algebra assessment	6	60	0	0	66

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	60	63	29	10	162

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	7	9	1	1	18
Students retained two or more times	12	5	12	9	38

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	58	55	48	48	50	53	53	51
ELA Grade 3 Achievement **									
ELA Learning Gains	56	56	57				52		
ELA Learning Gains Lowest 25%	56	56	55				35		
Math Achievement *	42	41	45	39	39	38	42	39	38
Math Learning Gains	45	45	47				40		
Math Learning Gains Lowest 25%	33	37	49				29		
Science Achievement *	60	62	68	55	55	64	59	42	40
Social Studies Achievement *	60	60	71	50	50	66	60	39	48
Graduation Rate	95	95	90	95	94	89	91	60	61
Middle School Acceleration								25	44
College and Career Readiness	79	78	67	73	71	65	65	59	67
ELP Progress	73	73	49				45		

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	656
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	60%	53%	50%		56%	55%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	5	
English Language Learners	54%	No		
Black/African American Students	42%	No		
Hispanic Students	57%	No		
Multiracial Students	60%	No		
White Students	62%	No		
Economically Disadvantaged Students	51%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	37%	Yes	4	
Black/African American Students	43%	No		
Hispanic Students	58%	No		
Multiracial Students	57%	No		
White Students	63%	No		
Economically Disadvantaged Students	56%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	34%	Yes	3	
English Language Learners	16%	Yes	1	1

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	37%	Yes	1	
Hispanic Students	57%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	49%	No		

### D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%		56%	56%	42%	45%	33%	60%	60%		95%	79%	73%
Students With Disabilities	22%		40%	41%	18%	27%	17%	36%	23%		93%	56%	
English Language Learners	40%		50%										73%
Black/African American Students	44%		40%	46%	19%	16%		39%	21%		100%	54%	
Hispanic Students	54%		57%	56%	35%	38%	24%	57%	60%		94%	76%	73%
Multiracial Students	54%		64%		44%	36%		67%	93%				
White Students	60%		58%	57%	46%	52%	38%	64%	64%		95%	83%	
Economically Disadvantaged Students	47%		49%	49%	37%	35%	24%	48%	55%		94%	76%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%				39%			55%	50%		95%	73%	
Students With Disabilities	23%				22%			25%	19%		93%	40%	
Black/African American Students	22%				6%			21%	50%		94%	63%	
Hispanic Students	44%				35%			57%	44%		95%	73%	
Multiracial Students	56%				42%			54%	40%		91%	60%	
White Students	52%				45%			60%	52%		95%	75%	
Economically Disadvantaged Students	44%				38%			49%	46%		93%	65%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	53%		52%	35%	42%	40%	29%	59%	60%		91%	65%	
Students With Disabilities	17%		34%	32%	17%	31%	25%	32%	34%		82%	33%	
English Language Learners	8%		23%										
Native American Students													
Asian Students													
Black/African American Students	20%		30%	41%	13%	33%		25%	42%		83%	47%	
Hispanic Students	51%		53%	39%	46%	54%		54%	57%		95%	61%	
Multiracial Students	63%		62%		57%	58%		59%					
Pacific Islander Students													
White Students	56%		54%	31%	43%	36%	21%	64%	63%		92%	69%	
Economically Disadvantaged Students	46%		46%	37%	37%	41%	26%	56%	52%		89%	60%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	50%	58%	-8%	53%	-3%
Ela	9	63%	67%	-4%	53%	10%
Biology		61%	66%	-5%	67%	-6%
Algebra		20%	50%	-30%	50%	-30%
Geometry		51%	64%	-13%	52%	-1%
History		59%	66%	-7%	67%	-8%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	14%	-4%	16%	-6%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		14%	21%	-7%	17%	-3%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

ELA increased Proficiency from 48% to 57%. Staffing consistency, focus on collaborative and engaging teaching strategies followed by rigorous and standards based assignments. Monthly collaborative professional development focusing on deconstructing the standards.

##### Lowest Performance

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

---

While all of our data shows improvement from last year, our Math Achievement showed the lowest increase. This year we tested our Algebra 1A students and our Algebra 1 students. Since the majority of on grade level students take the Algebra EOC in 8th grade, most of the students in Algebra 1A and Algebra 1 are below grade level.

##### Greatest Decline

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

---

While all of our data shows improvement from last year, our Math Achievement showed the lowest increase. This year we tested our Algebra 1A students and our Algebra 1 students. Since the majority of on grade level students take the Algebra EOC in 8th grade, most of the students in Algebra 1A and Algebra 1 are below grade level.

##### Greatest Gap

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

---

Algebra had a gap of 30% when compared to the state average. This year we tested our Algebra 1A students and our Algebra 1 students. Since the majority of on grade level students take the Algebra EOC in 8th grade, most of the students in Algebra 1A and Algebra 1 are below grade level.

##### EWS Areas of Concern

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

---

Level 1 on statewide ELA assessment

Level 1 on statewide Math assessment

**Highest Priorities**

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

---

Increase Algebra Proficiency and Learning Gains for the lowest 25%

Increase ELA Proficiency and Learning Gains

Increase US History Proficiency

Increase Biology Proficiency

Increase in Learning Gains and Learning Gains Lowest 25% in Algebra, ELA, US History, and Biology in the subgroup SWD

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The Students with Disabilities subgroup was identified as a crucial need from the Federal Percentage of Point Index data being below 41% for five consecutive years. The Federal Percentage of Index for the 2023-2024 school year was 37%.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

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

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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

Math students will be monitored monthly with the use of Progress Learning or common standard aligned

assessments through Big Ideas in Algebra I and Math Nation in Geometry. Progress Learning diagnostic

will be administered at the beginning, middle, and end of the year as a monitoring tool.

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

**Person responsible for monitoring outcome**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Identifying students of need through the MTSS Program.

**Person Monitoring:**

LaTonya Miller

**By When/Frequency:**

1. Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Action Step #2**

Additional support during Raider Time.

**Person Monitoring:**

LaTonya Miller

**By When/Frequency:**

Continuous

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Action Step #3**

Lessons will be monitored through classroom walk-throughs and observations.

**Person Monitoring:**

LaTonya Miller

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Action Step #4**

Student data will be reviewed and analyzed.

**Person Monitoring:**

LaTonya Miller

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

## Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our focus on enhancing mathematics achievement is expected to boost students' mastery of mathematical concepts and problem-solving skills. Current data indicates that students struggle primarily due to deficiencies in foundational math skills, which serve as critical building blocks for more complex concepts. By addressing these foundational gaps, we aim to increase overall student performance in mathematics. The need for improvement in mathematics was identified based on an analysis of the prior year's performance data, which revealed the largest achievement gap between our school and state averages in mathematics.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Students will perform at or above grade level and/or demonstrate increased proficiency on state testing; 62% of students will score proficient, 75% of students will display a learning gain, and 75% of the students in the bottom quartile will display a learning gain on the Algebra 1 or Geometry EOC exam.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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

#### Person responsible for monitoring outcome

Charlie Breen (charlie.breen@sumter.k12.fl.us)

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Lesson will be monitored through classroom walk-throughs and observations.

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Action Step #2**

Teacher formative assessments will be reviewed and analyzed.

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Action Step #3**

Monthly collaborative professional development.

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Professional development focused on breaking down the standards and creating common standards aligned assignments and assessments.

**Action Step #4**

Data Analysis

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student achievement data will reviewed and analyzed then shared with the teachers.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale**

---

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Focusing on improving English Language Arts achievement will address key areas that directly impact student learning, including reading endurance, comprehension, vocabulary development, and writing skills. Current data shows that students struggle with sustained, independent reading and lack motivation to engage with self-selected materials. Furthermore, they demonstrate significant challenges in comprehending non-fiction texts and extended passages, which are critical for academic success across subjects. Addressing these skill deficits will improve students' overall literacy, critical thinking, and analytical abilities, leading to higher achievement in ELA.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Students will perform at or above grade level and/or demonstrate increased proficiency on state testing; 62% of students will score proficient on FAST PM 3, 75% of students will display a learning gain on FAST PM 3, and 75% of the bottom quartile will display a learning gain on FAST PM 3.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

ELA students will be monitored monthly through the Read 180 and Achieve 3000 programs.

### **Person responsible for monitoring outcome**

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

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

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

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Classroom walk-throughs and observations

**Person Monitoring:**

LaTonya Miller

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Lessons will be monitored through classroom walk-throughs and observations.

**Action Step #2**

Teacher formative assessments will be reviewed and analyzed.

**Person Monitoring:**

LaTonya Miller

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Action Step #3**

Monthly collaborative professional development.

**Person Monitoring:**

LaTonya Miller

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monthly professional development will focus on breaking down the standards and creating common standards aligned assignments and assessments.

**Action Step #4**

Data analysis.

**Person Monitoring:**

LaTonya Miller

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student achievement data will reviewed and analyzed then shared with the teachers.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our focus on enhancing science achievement aims to address students' challenges with content area reading comprehension and engagement with rigorous scientific texts. Current data indicates that students struggle to comprehend complex scientific concepts due to difficulties with reading and interpreting content-specific materials. By improving reading comprehension skills and fostering greater interest in science texts, we anticipate an increase in students' overall achievement in

science.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Students will perform at or above grade level on state testing; 64% of students will score proficient on the Biology EOC exam.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Student's progress will be monitored monthly through Study Island.

### **Person responsible for monitoring outcome**

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

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

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

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

#### **Action Step #1**

Classroom walk-throughs and observations.

#### **Person Monitoring:**

Brandie Parks

#### **By When/Frequency:**

Weekly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Lessons will be monitored through classroom walk-throughs and observations.

#### **Action Step #2**

Review and analysis of formative assessments.

#### **Person Monitoring:**

#### **By When/Frequency:**

Brandie Parks

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teacher formative assessments will be reviewed and analyzed to ensure teachers are assessing the standards.

**Action Step #3**

Monthly collaborative professional development.

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monthly collaborative professional development focusing on breaking down the standards and creating common standard aligned assignments and assessments.

**Action Step #4**

Data analysis

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student achievement data will reviewed and analyzed then shared with the teachers.

**Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Social Studies****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our focus on improving Social Studies achievement is aimed at addressing students' challenges with content area reading comprehension and their engagement with rigorous social studies texts. Data indicates that students struggle to understand complex historical and civic concepts due to difficulties in reading and interpreting discipline-specific texts. By enhancing comprehension skills and increasing student interest in social studies materials, we expect to see a marked improvement in student achievement and overall academic performance in the subject.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Students will perform at or above grade level on state testing. 64% of students will score proficient on the US History EOC Exam.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Student's progress will be monitored through Study Island.

**Person responsible for monitoring outcome**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Classroom walk-throughs and observations

**Person Monitoring:**

Ricaldo Velazquez

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Lessons will be monitored through classroom walk-throughs and observations.

**Action Step #2**

Review and analysis of formative assessments.

**Person Monitoring:**

Ricaldo Velazquez

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teacher formative assessments will be reviewed and analyzed to ensure teachers are assessing the standards.

**Action Step #3**

Monthly collaborative professional development.

**Person Monitoring:****By When/Frequency:**

Ricaldo Velazquez

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monthly collaborative professional development on breaking down the standards and creating common standard aligned assignments and assessments.

**Action Step #4**

Data analysis

**Person Monitoring:**

Ricaldo Velazquez

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student achievement data will be reviewed and analyzed and then shared with teachers.

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Improving student attendance is a key area of focus, as consistent attendance is directly linked to academic success. Data shows that a significant percentage of students do not fully understand the importance of regular attendance and its critical impact on their learning and overall achievement. By addressing this issue and promoting the value of daily attendance, we aim to reduce absenteeism, thereby enhancing student engagement, instructional continuity, and academic outcomes.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The school's average daily attendance will increase to 92% or more. The percentage of students with excessive absences will decrease to 10% or less.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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

**Person responsible for monitoring outcome**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

**Action Step #1**

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

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Action Step #2**

Attendance recorded.

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #3**

Counseling services.

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Counseling services will be referred to students identified through MH/TMT or staff/parent referrals.

**Action Step #4**

Student specific Raider Time classes.

**Person Monitoring:**

Brandie Parks

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

No Answer Entered

#### Plans to Strengthen the Academic Program

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

---

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

---

No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

---

No Answer Entered

#### Strategies to Assist Preschool Children

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

---

No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

South Sumter High School uses student data to support the needs of SWD students. We will use our instructional coaches, resource teacher, ESE inclusion teachers and paraprofessionals in classrooms to support students with disabilities. Extra support staff will work with students in the areas of need as identified by FAST and other screening assessments. Scaffolding for all subjects will be provided through the use of visual presentation and graphic organizers.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

#### ***HMH Into Literature: Demonstrates a Rationale***

*HMH Into Literature* is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers. *Into Literature* provides a flexible design that allows teachers to differentiate and adapt instruction to meet all students at their appropriate level and develop equitable lessons for their classrooms.

#### *Into Literature:*

- Maximizes growth through data-driven differentiation and targeted scaffolds;
- Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
- Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
- Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;
- Whole group learning (direct instruction and modeling); and
- Small group learning (collaboration and guided practice).

Houghton Mifflin Harcourt Read 180

Read 180 - STRONG Evidence

*Read 180* is a blended literacy solution for Grades 3 to 12 that builds students' literacy from phonics

to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners. Read 180 accelerates students to achieve grade-level proficiency by:

- Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- Deepening academic and content-area vocabulary words
- Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- Expanding the content knowledge that helps anchor students' understanding of text
- Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- Supporting effective expression and language development

### **Read 180 - STRONG Evidence**

### **IXL - MODERATE Evidence**

Read 180 is a blended literacy solution for Grades 3 to 12 that builds students' literacy from phonics to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners. Read 180 accelerates students to achieve grade-level proficiency by:

- Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- Deepening academic and content-area vocabulary words
- Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- Expanding the content knowledge that helps anchor students' understanding of text
- Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- Supporting effective expression and language development

IXL provides:

- Comprehensive Curriculum
- Real-Time Diagnostic
- Persona Guided Practice
- Actionable Analytics

IXL fosters student ownership by providing independent learning tools, resources for self-remediation, and personalized test prep support. The personalized learning includes built-in differentiation,

insightful assessments, and access to all grade levels for scaffolding.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00