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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:

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and 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

The Raider Family will promote lifelong learners to attain personal excellence by encouraging resiliency in the face of challenges, being committed to achieving goals, and positively impacting society. As a result, our students will embrace defeat, persevere, and celebrate success as a part of their growth and preparation for high school and beyond.

Provide the school's vision statement

Inspiring everyone to achieve personal excellence.

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

Shea, Melynda Brooke

Position Title

Principal

Job Duties and Responsibilities

As per the Sumter County School District, the duties of the principal include but are not limited to maintaining an effective learning climate in the schools; utilizing available resources effectively; scheduling classes within established guides to meet student needs; supervising the guidance program to enhance individual student education and development; establishing guides for proper student conduct and maintaining discipline according to due process to the rights of the students; supervising and directing instructional staff in the development and implementation of approved curriculum and recommending the employment, assignment, termination, evaluation of the total school staff.

Leadership Team Member #2

Employee's Name

Woythaler, Amanda

Position Title

Assistant Principal

Job Duties and Responsibilities

As per the Sumter County School District, the duties of the assistant principal include: serving as the principal in the absence of the regular principal; assisting the principal in the overall administration of the school; and performing such other duties as may be assigned by the Superintendent or Assigned Designee.

Leadership Team Member #3

Employee's Name

Epperson, Christopher

Position Title

Assistant Principal

Job Duties and Responsibilities

As per the Sumter County School District, the duties of the assistant principal include: serving as the principal in the absence of the regular principal; assisting the principal in the overall administration of the school; and performing such other duties as may be assigned by the Superintendent or Assigned Designee.

Leadership Team Member #4

Employee's Name

Strickland, Deanna

Position Title

Assistant Principal Intern

Job Duties and Responsibilities

As per the Sumter County School District, the duties of the assistant principal include: serving as the principal in the absence of the regular principal; assisting the principal in the overall administration of the school; and performing such other duties as may be assigned by the Superintendent or Assigned Designee.

Leadership Team Member #5

Employee's Name

Grant, Gaylyn

Position Title

Reading Coach

Job Duties and Responsibilities

As per the Sumter County School District, the duties of the reading coach include but are not limited to planning and administering a remedial reading program focusing on student academic growth; recommending adoption and use of varied instructional materials, including textbooks, reference works, trade books, audiovisual aids and the like; organizing and leading staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks; interpreting, as appropriate, test results and statistical data concerning reading to the administrative staff and public at large.

Leadership Team Member #6

Employee's Name

Shirley, Desa-Rae

Position Title

MTSS Coordinator

Job Duties and Responsibilities

As per the Sumter County School District, the duties of the MTSS Coordinator include but are not limited to processing and documenting all requests for PS/RTI program assistance in a timely manner; researching scientific-based and evidence-based interventions to provide options for Standard Protocol Development and TIPS Teams; meeting with teacher/interventionist and completing the required documentation for Tier 2 Standard Protocol with teacher/interventionist; entering individual students PS/TRI data in Skyward; documenting parent contact throughout the process; and obtaining consent for small group counseling, behavioral specialist and other services.

Leadership Team Member #7

Employee's Name

Worrell, Cortny

Position Title

AVID Coordinator

Job Duties and Responsibilities

AVID Coordinator's duties include providing an educational atmosphere in which students will move forward to the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation following the District's philosophy, goals, and objectives; leading the AVID Site Team toward creating opportunities for increasing student and parent awareness of college and

career options and pathways; encouraging a college-going culture; breaking down barriers to success; increasing knowledge of and participation in college and career preparatory courses; leading professional development that improves the faculty's understanding of strategies for increasing engagement and rigor.

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.

The first step in the process is to present student achievement data to the staff. This data provides valuable insights into the current state of student learning and helps identify areas that require improvement. Following the presentation of the student achievement data, collaborative discussions take place with the staff. The aim of these discussions is to involve the expertise and perspectives of the staff in the planning process. The goals and action steps for the school improvement plan are planned through team leader and department Professional Learning Communities (PLCs). Once the goals and action steps are developed, the school improvement plan is presented to the School Advisory Council (SAC). The SAC is composed of students, staff, parents, and community partners who play a vital role in providing feedback and shaping the plan. Feedback is solicited from the SAC regarding the presented school improvement plan. This feedback is carefully considered and used to update and refine the plan. By involving diverse stakeholders, the plan becomes representative of the needs and interests of the entire school community. The final version of the school improvement plan, incorporating the feedback received from the SAC, is presented to the public. This ensures transparency in the planning process and allows for broader engagement and involvement of community members. The final version of the school improvement plan, incorporating the feedback received from the SAC, is presented to the public. This ensures transparency in the planning process and allows for broader engagement and involvement of community members.

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))

The SIP will be continuously monitored to ensure progress is being made towards meeting specific goals. We review the SIP goals at PLCs as data becomes available and as a faculty after mid-year data results are available. This may result in additions and/or changes to action steps or goals to meet student needs based on stakeholder feedback. Updates, progress, and/or changes will be shared at SAC meetings, communicated with parents, and discussed with appropriate staff for

ongoing feedback and implementation. The District will monitor the implementation of the SIP through monthly calls with the Bureau of School Improvement. All goals will be reviewed with staff monthly for reflection and improvement purposes, as per the Superintendent. This reflection data will be shared during staff meetings and included on meeting agendas.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	38.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	79.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: C* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

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	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							108	137	101	346
One or more suspensions							117	118	99	334
Course failure in English Language Arts (ELA)							12	3	1	16
Course failure in Math							13	7	1	21
Level 1 on statewide ELA assessment							38	40	39	117
Level 1 on statewide Math assessment							40	24	22	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							54	44	1	99

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							15	10	1	26
Students retained two or more times							5	7	3	15

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							125	137	120	382
One or more suspensions							45	45	28	118
Course failure in ELA							8	3	1	12
Course failure in Math							9	4	2	15
Level 1 on statewide ELA assessment							57	83	74	214
Level 1 on statewide Math assessment							49	46	28	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										213

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							60	68	8	136

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							15	16	6	37
Students retained two or more times										0

2. Grades 9-12 (optional)

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.

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 *	59	60	53	52	53	49	51	51	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	60	61	56				50		
ELA Learning Gains Lowest 25%	59	57	50				37		
Math Achievement *	67	67	60	57	58	56	51	37	36
Math Learning Gains	66	66	62				45		
Math Learning Gains Lowest 25%	72	69	60				39		
Science Achievement *	63	63	51	48	48	49	52	51	53
Social Studies Achievement *	78	78	70	62	61	68	57	45	58
Graduation Rate								53	49
Middle School Acceleration	71	71	74	66	66	73	66	40	49
College and Career Readiness								56	70
ELP Progress	47	47	49	36	40	40	45	65	76

*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 (FPI) 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)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	642
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	57%	49%	51%		60%	61%

* 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	46%	No		
English Language Learners	56%	No		
Black/African American Students	61%	No		
Hispanic Students	64%	No		
Multiracial Students	60%	No		
White Students	68%	No		
Economically Disadvantaged Students	61%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	3	2
English Language Learners	36%	Yes	2	
Black/African American Students	49%	No		
Hispanic Students	52%	No		
Multiracial Students	52%	No		
White Students	59%	No		
Economically Disadvantaged Students	51%	No		

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%
Students With Disabilities	26%	Yes	2	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%
English Language Learners	31%	Yes	1	1
Native American Students				
Asian Students				
Black/African American Students	34%	Yes	1	
Hispanic Students	47%	No		
Multiracial Students	42%	No		
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	45%	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	59%		60%	59%	67%	66%	72%	63%	78%	71%			47%
Students With Disabilities	27%		54%	57%	27%	65%	66%	17%	55%	46%			
English Language Learners	29%		63%	72%	44%	63%	68%	40%	76%				47%
Black/African American Students	42%		49%	56%	56%	68%	74%	45%	81%	79%			
Hispanic Students	60%		67%	60%	64%	62%	64%	59%	85%	68%			47%
Multiracial Students	56%		43%		66%	57%	64%	55%	78%				
White Students	62%		61%	63%	70%	68%	75%	67%	74%	71%			
Economically Disadvantaged Students	53%		57%	58%	62%	66%	70%	55%	72%	65%			50%

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	52%				57%			48%	62%	66%			36%
Students With Disabilities	28%				31%			25%	34%				
English Language Learners	29%				39%				40%				
Black/African American Students	41%				47%			29%	64%	62%			
Hispanic Students	42%				50%			40%	61%	67%			
Multiracial Students	52%				56%			42%	57%				
White Students	56%				60%			52%	62%	67%			
Economically Disadvantaged Students	46%				51%			40%	58%	58%			

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	51%		50%	37%	51%	45%	39%	52%	57%	66%			45%
Students With Disabilities	21%		31%	31%	20%	33%	35%	17%	29%	20%			
English Language Learners	23%		34%	22%	28%	44%	59%	25%	0%				45%
Native American Students													
Asian Students													
Black/African American Students	32%		42%	33%	30%	32%	32%	11%	60%				
Hispanic Students	51%		52%	29%	52%	42%	43%	49%	45%	63%			45%
Multiracial Students	44%		39%	27%	35%	46%	60%	38%	44%				
Pacific Islander Students													
White Students	54%		51%	42%	54%	47%	38%	58%	60%	67%			
Economically Disadvantaged Students	44%		45%	37%	43%	43%	39%	46%	51%	57%			

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	6	62%	65%	-3%	54%	8%
Ela	7	58%	64%	-6%	50%	8%
Ela	8	54%	61%	-7%	51%	3%
Math	6	57%	68%	-11%	56%	1%
Math	7	70%	77%	-7%	47%	23%
Math	8	57%	55%	2%	54%	3%
Science	8	63%	58%	5%	45%	18%
Civics		77%	78%	-1%	67%	10%
Algebra		82%	50%	32%	50%	32%
Geometry		93%	64%	29%	52%	41%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

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?

Civics and Algebra showed a 16% increase in proficiency when compared to the 22-23 school year. This improvement is due to consistency in staffing and student placement.

Lowest Performance

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

Eighth-grade ELA demonstrated a proficiency level of 54%. This cohort of students scored 44% proficiency in seventh grade, because this was our lowest-performing data component of 22-23 we are pleased with their learning gains.

Greatest Decline

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

Geometry proficiency demonstrated the greatest decline compared to 22-23 proficiency at 97% dropping to 93% in 23-24. Again this cohort was our greatest decline in the 22-23 school year with a 69% proficiency on the Algebra I EOC. While there is a year-over-year decline, it can be attributed to previous learning gaps created by attendance issues in previous years.

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.

South Sumter Middle School students outscored the state average in all areas. We contribute this to a consistent focus on data during our Professional Learning Community meetings and our continuous improvement processes. SSMS scored only 1% higher than the state in 6th-grade math and only 3% higher in 8th-grade ELA and 8th-grade Math. These are areas where we have growth to make.

EWS Areas of Concern

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

Based on EWS data, school-wide attendance is still a concern. Continuing to increase consistent student attendance will be a priority for the 24-25 school year. Additionally, although we saw an

overall decrease in all discipline, we saw an increase in students with more than one suspension.

Highest Priorities

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

- Increase and/or maintain consistent schoolwide attendance.
- Increase and/or maintain academic proficiency in all content areas, specifically for our subgroups.
- Decrease discipline referrals through the use of PBIS initiatives.

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.

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.

For the 23-24 school year, 6th grade ELA students demonstrated a 10% increase in proficiency from 60% in 22-23 going up to 62% in 23-24. 7th grade ELA students demonstrated a 14% increase in proficiency when compared to the 22-23 school year, with 44% proficient increasing to 58% proficient. 8th grade ELA demonstrated an increase in proficiency as well, with a 5% increase from 49% proficient in 22-23 to 54% proficiency in 23-24.

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.

South Sumter Middle School will increase ELA proficiency in grades 6, 7, and 8 to 64% on the end of year FAST Assessment. All students (100%) will demonstrate learning gains after each FAST PM Assessment. There are three assessments in which we will be looking for learning gains; PM1, PM2, and PM3. 100% of

the students in the bottom quartile will show learning gains after each FAST PM Assessment. Overall, we expect to 64% of students to make learning gains and 64% of our bottom quartile to make learning gains.

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.

Support is provided to ELA teachers by reading coach/interventionist, grade level data chats, monitoring through administrative walkthroughs and evidence submission checks.

Person responsible for monitoring outcome

Amanda Woythaler (amanda.woythaler@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:

Evidence based strategies to be utilized are: Explicit instruction, fidelity to HMH Reading Curriculum, fidelity to HMH Common Grade Level Assessments, fidelity to common assessments that align to Florida State Benchmarks, weekly Common Lit, quarterly writing assessments with evidence submission and PLC follow-up, monthly ELA department PLC's focused on high-impact instructional strategies. For Intensive Reading classes, instruction will primarily be small-group for Level 1 and MTSS Tier 3 students. This includes using resources from the iReady phonics program and the iReady Toolbox Lessons for grade level standards.

Rationale:

Utilizing state approved curriculum and an increase in small group focused instruction will ensure that students are provided with the resources and opportunity to make academic gains in ELA.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken 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

PLC, fidelity of instruction, and targeted intervention

Person Monitoring:

Amanda Woythaler

By When/Frequency:

Ongoing/as needed.

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

Explicit Instruction Fidelity to HMH Reading Curriculum Fidelity to HMH and state benchmark common grade level assessments. Weekly Common Lit. Quarterly common writing assessments with evidence submission and PLC follow-up. Monthly ELA department PLC's focused on high impact instructional strategies. "Scouting Walks" during planning time. Small group instruction focus in Intensive Reading classes. FAST PM1 and PM2 Data Chats. Additional targeted intervention for MTSS and acceleration students. Vertical alignment by grade level.

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.

Based on end-of-year assessment data, Geometry demonstrated the greatest decline in proficiency with a 4% decrease from the 22-23 to 23-24 school year. Eight-grade math also declined 2% from 22-23 to 23-24 school year.

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.

For the 24-25 school year, South Sumter Middle School will demonstrate at least 82% proficiency in Algebra I and at least 94% proficiency in Geometry. Math proficiency for 6th, 7th, and 8th-grade students will be at least 67% on end-of-year FAST assessments for the 24-25 school year. 100% of students will show learning gains after each FAST PM Assessment. There are three assessments in which we will be looking for learning gains PM1, PM2, and PM 3. Overall, we expect to 73% of students to make learning gains and 72% of our bottom quartile to make learning gains.

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.

Data review following common assessments and FAST PM testing. Data chats with students to identify areas of strengths and weaknesses. Administrative walkthroughs, grade book, and lesson plan reviews.

Person responsible for monitoring outcome

Chris Epperson <Chris.Epperson@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:

Fidelity to utilizing explicit instruction, core curriculum (Savvas), and resources that directly align to FL BEST Math Standards. Monthly math department PLCs that focus on high-impact instructional strategies. MTSS math interventions for Tier 3 students through additional small group instruction. This year we are implementing new courses to better meet the needs of students: Math Foundations for students in need of intensive intervention in math skills as a class additional to their grade level math course; new sixth-grade advanced math course teaches seventh-grade skills to prepare students for Algebra I; seventh-graders who are not yet ready for Algebra I (as evidenced by their FAST PM3 score) but who need more challenge to prepare for Algebra I are taking Pre-Algebra; seventh-graders taking Algebra I Honors will loop with the same teacher for Geometry in eighth-

grade.

Rationale:

Utilizing state-approved curriculum and targeted small-group instruction will ensure that needs are met for all students. [Savvas curriculum has been determined to meet guidelines for Tier 2- Moderate Evidence.]

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

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

Instruction, PLC, and intervention/enrichment

Person Monitoring:

Chris Epperson
(Chris.Epperson@sumter.k12.fl.us)

By When/Frequency:

Ongoing/consistent monitoring and re-evaluation

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

Explicit Instruction and fidelity to Savvas math curriculum. Utilization of common grade level assessments. Monthly Math Department PLCs which focus on high-impact instructional strategies (WICOR). MTSS Math interventions: Tier 3 will receive additional pullout small group instruction. Advanced Math Block Small Group Instruction - Target Group is Level 3 students. Small group instruction provided by the classroom teacher. Math Block Push-In Small Group Instruction - Target Group is Level 2 and Level 3 students; support provided by classroom teacher, math interventionists, inclusion teacher, and/or inclusion paras. Monthly grade-level math department PLC's focused on standards, curriculum, and data. FAST PM 1 and PM 2 Data Chats (teacher to student and administrator to teacher). Additional iReady instructional program usage.

Area of Focus #3

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.

For the 2023-2024 academic school year, the number of students proficient in Social Studies (Civics) increased to 77%, which is a 17% increase from the year prior.

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.

A minimum of 80% of students will score a level 3 or higher on the Civics 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.

Monitored through administrative walkthroughs, gradebook checks, and lesson plan review/checks.

Person responsible for monitoring outcome

Melynda Shea (melynda.shea@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:

The evidence-based strategies that will be utilized are explicit instruction with fidelity to the civics curriculum, fidelity to civics common grade level assessments, and monthly social studies department PLCs which are focused on high-impact instructional strategies.

Rationale:

Utilizing state-approved curriculum will ensure that we target areas of need for our specific student populations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken 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

Fidelity to curriculum, PLC, Data Chats

Person Monitoring:

Melynda Shea (melynda.shea@sumter.k12.fl.us)

By When/Frequency:

Ongoing, monthly

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

Explicit Instruction. Fidelity to civics curriculum. Fidelity to common grade level assessments. Monthly social studies department PLCs focused on high-impact instructional strategies. "Scouting walks" and department meetings to discuss the application of instructional practices and outcomes. Monthly grade social studies department meetings which focus on standards, curriculum, and data results associated with grade-level assessments. Develop a plan for remediation for students scoring below

70 on chapter/unit assessments that utilizes small group instruction. Common assessment data chats (teacher to student & admin to teacher).

Area of Focus #4

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.

For the 2023-2024 academic school year the number of students proficient in science increased from 47% proficient to 63% proficient; a 16% increase.

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.

For the 2024-2025 academic school year, SSMS will have at least 65% proficiency for the end-of-year Florida Statewide Science Assessment for 8th-grade students.

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.

Monitored through administrative walkthroughs and gradebook checks.

Person responsible for monitoring outcome

Deanna Strickland (deanna.strickland@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:

Evidence-based strategies that will be utilized include explicit instruction, fidelity to the science curriculum, fidelity to science common grade level assessments, and monthly science department PLCs which are focused on high-impact instructional strategies and disaggregation of assessment data.

Rationale:

Utilizing state-approved curriculum and an increase in small-group instruction will ensure the needs are met for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken 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

Fidelity, PLC, Remediation

Person Monitoring:

Deanna Strickland
(deanna.strickland@sumter.k12.fl.us)

By When/Frequency:

Ongoing/monthly

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

Explicit instruction. Fidelity to science curriculum. Fidelity to common grade level assessments. Monthly science department PLCs which focus on using high-impact instructional strategies. Monthly grade-level science department PLCs which focus on standards, curriculum, and data associated with grade-level assessments. Development of a plan for remediation for students who score below 70 on chapter/unit assessments which includes small-group instruction.

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.

High levels of consistent student attendance is essential for academic growth and success for all learners. By fostering a school culture that incorporates our school-wide expectations: 1. Have respect, 2. Own your outcomes, 3. Work your hardest, 4. Lead positively; students are empowered to be present daily and make an impact on our campus. This includes frequent monitoring, incentives, recognition, and/or corrective measures to increase daily student attendance for all students; including students with disabilities, English language learners, and African Americans.

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.

South Sumter Middle School will see an overall daily attendance average of 92.5% or higher for the

24-25 school year.

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.

South Sumter Middle School will follow the district attendance policy regarding unexcused absences. Weekly, monthly, and quarterly attendance monitoring will take place by the assistant principal intern and attendance clerk. Parents will be contacted regarding unexcused and frequent student absences. Student recognition and rewards will be utilized for students who reach specific attendance targets.

Person responsible for monitoring outcome

Deanna Strickland (deanna.strickland@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:

PBIS implementation that focuses on Tier 1 instruction and intervention. Weekly and monthly monitoring of student attendance data to identify individual trends and excessive absences and/or tardies/ Parents will be contacted via phone call to discuss attendance concerns. Positive reinforcement will be utilized to recognize students with high rates of consistent attendance. Additional interventions include counseling services, health resources, and mentoring.

Rationale:

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Monitoring and Parent Contact

Person Monitoring:

Deanna Strickland
(deanna.strickland@sumter.k12.fl.us)

By When/Frequency:

Upon first and third discovery of an individual student with unexcused absences or monthly.

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

-Weekly monitoring of unexcused absences. Parent phone call for first identified unexcused absences; phone call with written documentation after 3rd unexcused absence is identified each semester. -Parent letters will be sent home at the end of the month for students who missed more than 10% of school for that given month. Included with parent letter is an article identifying the importance of school attendance.

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.

The SIP, including progress and updates will be shared at School Advisory Council meetings and will be available to view on the schools webpage - <https://www.sumter.k12.fl.us/site/Default.aspx?PageID=17>. SIP goals and updates will be available through our monthly parent newsletter.

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))

South Sumter Middle School will emphasize, "Everyone, Every day" to communicate the importance of consistent daily attendance. The school will utilize the ParentSquare app to communicate monthly newsletters, important information, and updates, and to share information on school/district-wide events (note that this app allows parents to set their home language for automatic translation). Paper newsletters/flyers will be sent home regularly to communicate information in English and Spanish. SAC meetings will occur quarterly with the dates to be posted on the school and district website for parent, student, and community participation. Back-to-school and orientation events will occur at the beginning of the school year to foster positive relationships. This school year we are implementing a parent involvement program called "MVP" Most Valued Parents. Parents must complete a row of activities from a parent involvement bingo card and return the card to the school for review. Parents will then be identified as MVPs and will have their photos posted in the front office and on social

media (with permission). The student connected with the parent will receive a t-shirt pass. SSMS will utilize a Comprehensive Needs Assessment to identify areas of concern and areas of strength to target the 24-25 school year specifically.

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))

South Sumter Middle School will utilize state-approved curriculum to teach core curriculum areas. Teachers will use high-yield instructional practices through the continued development of our AVID College Readiness System. Additionally, teachers and paras received training by the Florida Inclusion Network on effective co-teaching which will help us to continue meeting the needs of our students with disabilities in a general education setting. Teachers will use student data to make instructional decisions that align with goals and student-specific needs. Grade-level departments and teams will meet at least monthly to discuss academic alignment and progression toward meeting academic goals. Programs such as i-Ready, IXL, Accelerated Reader/STAR, myON, Generation Genius, Study Island, and others will be integrated to support instruction and standards-based learning.

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))

N/A

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)).

Teachers and paraprofessionals participate in professional learning of co-teaching best practices via the Florida Inclusion Network. Teachers participate in data-driven Professional Learning Communities to view, disaggregate, and interpret assessment data to review teaching methods and plan for future instruction. Our faculty have recently been trained on and are implementing Kagan strategies to ensure increased engagement regardless of the depth of knowledge needed for the learning activity. As an AVID National Demonstration School and a Schoolwide Site of Distinction, we ensure that our staff is trained on AVID strategies and methodologies to ensure that our students are presented with an engaging and rigorous learning experience. XX% of our faculty has been formally AVID trained at an AVID Summer Institute or official PATH training. We feel these recognitions assist SSMS in recruiting and retaining high-quality teachers, as well as providing a common language across subject areas.

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))

N/A

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 Middle School uses student data to support the needs of SWD students. We will use our instructional coaches, resource teacher, ESE inclusion teachers and paraprofessionals to support students with disabilities. Extra support staff will work with students in the areas of needs as identified by state tests and/or i-Ready Diagnostics. 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.

HMH 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).

i-Ready will be used as a Tier 2 intervention.

ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

i-Ready and **Phonics for Reading – Curriculum Associates** will be used as a Tier 3 intervention. ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and

Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

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