Prosperitas Leadership Academy Charter School

2023-24

Schoolwide Improvement Plan (SIP)

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Prosperitas Leadership Academy Charter

2140 W. WASHINGTON STREET, Orlando, FL 32805

http://pla1.org/

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: 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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Prosperitas Leadership Academy is to educate, train, and inspire our students in a learning environment that models the values of discipline, integrity, teamwork and perseverance, and where respect is the foundation of productive relationships, such that each of our graduate possesses the knowledge and character to meet the challenges of learning, working, and living in the 21st century.

Provide the school's vision statement.

To provide each student a first rate, quality education aligned with Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.), while also (i) counseling the student in regard to social issues that might be prohibiting.
that student from learning; (ii) teaching students valuable life skills, and (iii) training the student for, or placing the student in, gainful employment. By teaching a student how to learn, and by equipping that student with vital life skills and job readiness training or employment opportunities, the School empowers the student down the path to success. This empowerment allows a student who is disenfranchised from the traditional educational system to envision a future full of hope and opportunity.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Pierre, Nadia	Principal	• Providing school-wide training and support on the effective implementation of School Improvement Plan. • Establishing a School Leadership Team to ensure effective planning, implementation and monitoring of this process. • Providing critical student performance and school indicator data to all staff. • Establishing a plan in which individual student counseling is provided at least once a quarter. • Conducting quarterly committee meetings- Parental Involvement, ESE and ESOL Compliance, School Accountability, Graduation, Testing, and Attendance and Discipline.

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. (ESSA 1114(b)(2))

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

The School Leadership Team meet to provide key strategies and ideas in the development of the School Improvement Plan, school curriculum, teacher development, students, compliance, testing, graduation, school accountability, and the school culture. Their active involvement in the development of the SIP ensures the development, implementation, and monitoring of strategies that focus on identifying students' academic and learning needs.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Once a month, Principal or designated staff will conduct walkthroughs and provide the data to the School Leadership Team.
Once a month, homeroom advisors will meet with his or her students and provide the data to the School Leadership Team.
Teachers will be provided a daily common period and will provide data to the School Leadership Team.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2018-19: MAINTAINING

	2016-17: MAINTAINING
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		49	50		49	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		34	38		36	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		66	64		31	40			
Social Studies Achievement*		66	66		43	48			
Middle School Acceleration					44	44			
Graduation Rate	5	87	89	0	62	61	1		
College and Career Acceleration		65	65		70	67			
ELP Progress		45	45				23		

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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	5

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	5
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	5

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	0

ESSA Subgroup Data Review (pre-populated)

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%
SWD				
ELL	0	Yes	4	4
AMI				
ASN				
BLK	6	Yes	4	4
HSP	0	Yes	4	4
MUL				
PAC				
WHT				
FRL	3	Yes	4	4

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%
SWD				
ELL	0	Yes	3	3
AMI				
ASN				
BLK	0	Yes	3	3
HSP	0	Yes	3	3
MUL				
PAC				
WHT				
FRL	0	Yes	3	3

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students										5		
SWD												
ELL											1	
AMI												
ASN												
BLK											1	
HSP											1	
MUL												
PAC												
WHT												
FRL											1	

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students										0		
SWD												
ELL										0		
AMI												
ASN												
BLK										0		
HSP										0		
MUL												
PAC												
WHT												
FRL										0		

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students										1		23
SWD												
ELL										3		23
AMI												
ASN												
BLK										2		27
HSP										0		
MUL												
PAC												
WHT												
FRL										2		

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	49%	*	50%	*
09	2023 - Spring	*	46%	*	48%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	47%	*	50%	*

III. Planning for Improvement

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

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

During the 2022-2023 school year, the school's focus was to increase ELA and Math proficiency. According to Prosperitas Leadership Academy's most recent in published school report 0% of its students demonstrated a level 2 or lower on the ELA Retake and 0% of its students demonstrated a level 2 or lower on the Algebra 1 EOC.
The contributing factors to last year's low performance are student absenteeism and truancy, lack of parental support, low

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

The data remained the same from the previous school year. As a dropout prevention and recovery program, Prosperitas Leadership Academy enrolls students who are already academically challenged and at risk of dropping out.

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.

In contrast to the state average, Prosperitas Leadership Academy's students performed significantly lower than the state on the ELA Retakes and Algebra 1 EOC. The contributing factor to last year's low performance remain student absenteeism and truancy.

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

Although Prosperitas Leadership Academy implemented the following academic interventions for improvement, in school and after school tutoring, student centered data chats, small group differentiated instruction, there weren't any increases in individual student performance and school wide performance.

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

It can be concluded that the many of students entering Prosperitas Leadership Academy are already academically challenged and at risk of dropping out of school. Prosperitas Leadership Academy' students continue to struggle with proficient reading and math skills, non-attendance and truancy, and low graduation rates.

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

Prosperitas Leadership Academy intends on prioritizing the needs of its students characterized by the following:
non-attendance/absenteeism
truancy
academic performance below level proficiency in ELA and Mathematics
graduation

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the wake of a pandemic that caused disproportionate harm to the academic achievement and well-being of students from historically underserved groups, positive relationships between students and teachers are vital.
A positive, safe school culture and environment provides the foundation students need to be successful. Well implemented and operated schools designated to foster positive relationship amongst teachers and have staff have been found to generate better test scores, decrease in school absenteeism, produce higher graduation rates, and ultimately positively impact a school's teacher retention and recruitment efforts.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In efforts to promote an increase in teacher productivity and student achievement levels, our teachers will make decisions to structure their classrooms in ways that encourage learning and cooperation. Students must come to trust that the teacher has their own best interests at heart. Our teachers achieve this goal by
a- demonstrating their respect for the fundamental dignity and worth of each student.
b- prohibit demeaning and derogatory comments, particularly those that invite racial and gender conflict.
c-promote tolerance and respect and lessons that oppose scapegoating.

Prosperitas Leadership Academy will continue to utilize teacher and student surveys. On a Prosperitas Leadership Academy's 2022-2023 survey, 50% students and 75% of the teachers answered favorably about the school's climate.

A Prosperitas Leadership Academy's 2023-2024 survey will illustrate a 10% increase with the students' responses and 10% increase with the teachers' responses.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Prosperitas Leadership Academy will provide its students and teachers with surveys for each school semester.
Prosperitas Leadership Academy's administrator will analyze and identify the school's problematic areas, high concerns, recommendations, and commendations.
Prosperitas Leadership Academy's administrator will develop interventions based off the results of the surveys.

Person responsible for monitoring outcome:

Nadia Pierre (nadia.pierre@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Utilizing data from surveys will help Prosperitas Leadership Academy pinpoint problems that require intervention, such as overuse of exclusionary discipline for nonviolent behaviors or disproportionately high rates of suspension for certain student groups, the lack of teacher support from leadership, mistrust of school leadership, and the lack of academic planning periods.
Data analysis will also assist Prosperitas Leadership Academy monitor progress toward reducing these problems and, if necessary, indicate whether the discipline approach needs to be changed.

Learning the perspectives of students and teachers help to promote a positive, supportive school climate, as well as areas that require improvements and recommendations for making these improvements, requires incorporating the voice of all members of the school community.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The assessment of the school climate, quality of instruction, and school culture, shed light on student achievement, professional culture, student and staff relationships.
Furthermore, teacher mobility and attrition negatively impact student achievement and result in significant costs for schools needing to recruit and onboard new teachers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide students and teachers with semester surveys.
Conduct semester meetings with students and teachers to gauge school's climate and culture.
Review data from surveys and provide the required interventions.
Conduct classroom walkthroughs.
Supplement a salary to monitor the progress of all students towards graduation.
Supplement a salary to monitor the following teachers' working conditions:
Supportive school leadership
Positive family and community relationships
Consistent and equitable management of student conduct
Engagement in leadership opportunities school
Facilities and resources are conducive to supporting teaching and learning,
Collectively supported to implement instructional practices
Have time for teaching and planning
Provided with relevant professional development opportunities

Person Responsible: Nadia Pierre (nadia.pierre@ocps.net)

By When: Semester

#2. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Prosperitas Leadership Academy's data is limited to the Federal Index. Prosperitas Leadership Academy had less than 10 eligible students with data for a particular component and was not calculated for the school. Once enrolled into our drop prevention and recovery program, and due to their ages, our students lose their cohort designation.

Prosperitas Leadership Academy's limited data was reviewed, and it was determined that its' students' absenteeism and truancy coupled with low proficiencies levels on the ELA retakes and Algebra 1 EOC have a direct impact on its' low graduation rate.

Prosperitas Leadership Academy will implement research driven and evidence-based interventions to increase its' student's individual graduation rate. The ultimate objective of dropout prevention strategies is high school graduation, but there are critical intermediate steps on the path to graduation. Students must enroll in school, attend school, and progress in school before eventually earning a diploma.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Prosperitas Leadership Academy will focus on graduation and obtain a 1% increase graduation rate. Prosperitas Leadership Academy will increase from 0% of its student body population meeting the proficiency level 3 on the ELA Retakes and Algebra 1 EOC to a 1% of its student body population meeting the proficiency level 3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitor school and student data (progress monitoring and other state assessments) to identify when and where interventions should be applied to prevent students from falling off track for graduation.
Provide students require different types of supports to keep them engaged in school.
Create a personalized learning environment that facilitates stronger relationships between
staff and students and engaging students in school.
Monitor student attendance.
Review lesson plans.
Conduct data analysis classroom walks.
Provide data chats with teachers, students, and parents.

Person responsible for monitoring outcome:

Nadia Pierre (nadia.pierre@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
Create early warning systems to organize the data.
Use school wide data and progress monitoring tools to record students' progress and provide each student with appropriate data chats.

Regularly assess student engagement to identify areas for improvement, and target interventions to students who are not meaningfully engaged.
Provide intensive, individualized support to students who have fallen off track and face significant challenges
to success.
Provide small group differentiated instruction.
Provide after school tutoring services.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The continual monitoring of school and student data to identify when and where interventions should be applied, organize systems of data, and the evaluation of the progress monitoring tools, allow teachers to remain proactive in identifying early signs of student low achievement levels and disengagement.

Differentiated, small group instruction and after school tutoring provide students with varying types of support to keep them engaged in school. Utilizing small groups promotes efficient use of teacher and student time, increased instructional time, increased peer interaction, and opportunities for students to improve the generalization of skills. With differentiation in the classroom, instructors can manage what students learn, how students learn, and how students are assessed. With its flexibility, differentiated instruction allows teachers to maximize individual growth in the course content. Tutorials support the differentiated needs of all students. It allows for an extension of the regular school day instruction and supports closing the achievement gap.

Data chats support the understanding of students' learning. All stakeholders are held responsible and accountable for the student's progress and growth where they analyze and disaggregate data to determine weaknesses and strengths.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor the progress of all students, and proactively intervene.
when students show early signs of attendance, behavior, or academic problems.
Organize and analyze student progress and state assessment data to identify students who miss school, have behavior problems, or are struggling in their courses.
Intervene with students who show early signs of falling off track with clearly defined scaffolds.
Provide data chats to teachers, students, and parents. Take steps to help students, parents, and school staff understand the importance of attending school daily.
Monitor progress and adjust interventions as needed.
Conduct home visits of students.
Supplement a salary to monitor the progress of all students towards graduation and conduct home visits.
Supplemental Teacher salary to provide coaching and support to teachers to review differential instruction, data analysis, and effective data chats.

Person Responsible: Nadia Pierre (nadia.pierre@ocps.net)

By When: Quarterly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Prosperitas Leadership Academy's process includes a review of the use of the school's resources supported by all funding sources (federal, state and local) including both general funds and funds dedicated to school improvement activities.

Prosperitas Leadership Academy will determine if teacher quality and school climate/culture may be contributing its' students' low performance.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				$28,123.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0040 - Prosperitas Leadership Academy Charter	UniSIG	1.0	$18,000.00
			Notes: Supplemental Teacher salary to provide coaching and support to teachers.			
	5100	220	0040 - Prosperitas Leadership Academy Charter	UniSIG		$1,377.00
			Notes: FICA @7.65% to support Supplemental Teacher Salary			
	5100	510	0040 - Prosperitas Leadership Academy Charter	UniSIG		$2,375.00
			Notes: 5% Allowable classroom supplies to support Teacher providing coaching and support paper, pens, post-its, markers, folders, staples, dividers, dry erase markers, dry erase board.			
	6400	390	0040 - Prosperitas Leadership Academy Charter	UniSIG		$6,371.00

			Notes: Professional Development materials to support coaching for teachers such as printing materials to provide lessons to promote tolerance and respect. Manuals (composed of inclusive learning materials), positive culture posters, markers, folders, chart boards, ink, paper for sample lesson plans.			
2	**III.B.**	**Area of Focus: Graduation: Graduation**				**$19,377.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	130	0040 - Prosperitas Leadership Academy Charter	UniSIG	1.0	$18,000.00
			Notes: Supplement a salary to monitor the progress of all students towards graduation and conduct home visits.			
	6300	220	0040 - Prosperitas Leadership Academy Charter	UniSIG		$1,377.00
			Notes: FICA @.0765 to support supplemental salary to monitor the progress of all students towards graduation and conduct home visits.			
			0040 - Prosperitas Leadership Academy Charter			$0.00
					Total:	**$47,500.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No