

Sumter District Schools

Sumter PREP Academy



2017-18 Schoolwide Improvement Plan

Sumter PREP Academy

709 N. WEST ST, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 1-12	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2015-16
Grade	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Sumter County School Board on 10/5/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	31

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sumter PREP Academy

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Sumter P.R.E.P. Academy is to teach academics and build character. Our mission is to establish a culture that fosters a safe learning environment for all levels of learners, provide instructional leadership for classroom instruction, and build positive relationships with all stakeholders.

b. Provide the school's vision statement.

"Teaching Academics, Building Character."

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Scholars are recommended for placement at Sumter P.R.E.P. Academy for academic placement to progress towards meeting promotion and graduation requirements or alternative placement for discipline infractions. Sumter P.R.E.P. Academy receives an academic at risk matrix that outlines the risk factors of all scholars who are academically placed at Sumter P.R.E.P. Academy. The school receives discipline, attendance, academic, and behavior patterns of all scholars who are placed for discipline infractions. This information is used by the faculty and staff to create individual educational and behavioral plans for students. In addition, teachers are assigned to grade level cohort groups. The purpose of the cohort groups are to access and evaluate information, conduct routine meetings with students and communicate with parents and/or guardians. In addition, the Sumter Virtual School is managed by the Sumter P.R.E.P. Academy administrators. This is a voluntary instructional program where scholars complete their school instruction virtually. Sumter Virtual School is a school of choice that provides scholars with many options and opportunities. This program is available for students in K-12, full-time, part-time and also as part of a blended learning model at several schools throughout the district.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Scholars of Sumter P.R.E.P. Academy are required to pass a safety check-in before the start of each school day. They are scanned with a metal detector, checked for contraband, and must meet the dress code policy before entering the campus. During the school day all faculty and staff are assigned supervision areas during class transition, surveillance cameras are monitored by staff each period, and scholars are encouraged to report concerns to administration who are accessible, approachable, and visible. After school scholars are required to follow a daily routine for dismissal to buses, all faculty and staff are assigned a supervision area, and scholars must be in dress code before they are allowed to get onto the bus. Scholars have assigned seats on the bus, each bus has an additional adult, aide for safety and supervision, and the buses are equipped with video surveillance as well as, the school has a direct communication line to the buses via transmission radios. Lastly, scholars are equipped with Help box forms that allows them to report any type of bothering anonymously. The process includes the scholar completing the form and placing the completed form in a locked Help box, here the principal will remove the form and proceed. Once the form has been received the teachers and staff are notified of the bothering issue via email. The scholar writing the form may be talked to in order to gather additional information. A bullying investigation is completed if warranted.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Sumter P.R.E.P. Academy subscribes to the Positive Behavior Intervention System. We have defined our school-wide expectations and rules for the classroom, sidewalk, restrooms, front office, cafeteria and buses. All classrooms are planning, implementing, evaluating and monitoring the same school-wide expectations and rules. This year the school has developed school wide PBIS behaviors to go along with the school wide expectations. These behaviors outline for the scholars their expected behaviors in the classrooms as well as in the front office. The School wide expectations and the expecting behaviors are posted throughout the school, in the classrooms and in all of the offices in the front office. It is consistent and pervasive. Teachers use an intervention form that shows at least three (3) interventions that were used with the scholar prior to writing a short form. The scholar not only receives the intervention but signs off that the teacher has provided them with the intervention. After three (3) interventions the teacher will then write a short form and the scholar will be report to the front office. Discipline infractions are defined thru a level system school-wide from Level I (minor) to Level IV (major). Consequences are decided based on the level of the infraction. Faculty members participate in professional development opportunities with behavioral focus areas based on discipline data. Short forms are recorded in the Rtl:B data base and long forms are recorded in the Skyward database. This information is shared with the faculty and used to make decisions and put additional interventions in place.

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

Sumter P.R.E.P. Academy meets the social and emotional needs of scholars through weekly counseling with Lifestream Behavior Center's Potentials counseling, a district behavioral specialist, routine guidance counselor sessions, and chats with the Principal. Each scholar is assigned an academic advisor based on their first period class. The academic advisor develops and reviews the scholars long and short term goals, ensures that the scholar has a voice on the campus and monitors the scholar's progress towards mastering their goals and returning to their zone school. The campus also has a HELP box that is available to scholars, allowing them to anonymously report that either themselves or a friend is being bothered. This box is checked twice a day by the administration and the forms are read and addressed through several different methods. The forms have also been provided to all of the scholars to carry in their binders, allowing them another way to anonymously report any act of bothering. Scholars are disciplined through the use of the Character Academy, while in the Character Academy students are given an assignment based on their discipline and must complete the assignment prior to leaving the Character Academy. These assignments range from various length essays, Power point presentations, worksheets and/or social stories depending upon the student's need and level of discipline.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Daily attendance is recorded by all teachers each period, checked for accuracy by the data entry clerk and monitored by the assistant principal. An automated phone message system has been established to call the home of all students recorded for being absent from school. Child study team meetings are scheduled for all students who have accrued five or more unexcused absence from school. When a student has accrued over seven (7) absences they are referred to Youth and Family Alternatives (YFA) for further monitoring and interventions. Discipline infractions are monitored thru

the RtI:B database for minor infractions and the Skyward database for major infractions, and the use of Multi-Tiered Support System (MTSS) to incorporate interventions into each individual student's plan, allowing for many of the students to acquire a Functional Behavior Assessment (FuBA) and a Behavior Intervention Plan (BIP). The RtI:B program allows the school to monitor discipline through the use of graphs, determining the areas where the discipline occurred, as well as the time and type. This type of data allows the school to monitor these areas and adjust the supervision and interventions as needed. This discipline data is shared with the faculty every 4 weeks. The MTSS program provides individual interventions based on individual student data and needs. Routine fidelity checks are conducted to measure the effectiveness of the interventions. Students are enrolled in remediation courses due to failures of core courses through the Gradpoint program, a Sumter Virtual School initiative that allows students to complete the programs virtually for credit recovery. Level 1 students are assessed every four and a half weeks to assess progress of tested standards, this is completed through various virtual programs to include Discovery Education Assessments (DEA), Successmaker and Achieve 3000. Students in the MTSS program are assigned to either Tier 2 or Tier 3, each one providing the student with individualized intensive interventions to assist in monitoring their progress.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	1	1	0	3	7	11	9	5	2	1	40
One or more suspensions	0	0	0	1	0	0	2	2	6	5	2	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	1	4	8	19	10	2	5	1	51
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	2	1	4	11	20	12	5	5	1	63

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

All teachers are trained to use Learning Focused Strategies which incorporates instructional strategies for improving academic performance. Additionally, every teacher uses an activating strategy for all scholar content which engages scholars at the start of the lesson. Teachers are trained to observe and assess scholar progress and make adjustments according to the feedback. Appropriate instructional feedback is given at all junctures of the lessons. Finally, scholars are assessed for learning at the conclusion of all lessons and assignments. Teachers use a campus wide, uniform lesson board, each board contains the agenda, lesson essential question (LEQ), vocabulary, bell ringer and Exit ticket. The boards are set up the same across the campus to allow the scholars to easily identify what is required during each class period. Teachers use daily Exit tickets

to assist scholars with summarizing the idea of the daily lesson and to also allow for teachers to check for understanding of the subject matter. Reading and Writing has been initiated across all content areas to ensure that scholars are seeing this focal point throughout the day. Also we have initiated school wide binders, all scholars are issued a binder when they arrive at Sumter P.R.E.P. Academy, this binder is used to keep all of their papers and school work orderly. Teachers conduct binder checks weekly to ensure that scholars are keeping up with their materials and to assist with their organization skills. Homework is issued at least four times a quarter in each class, the scholars are provided with a clear sleeve to take their homework and materials back and forth to school, this is preparing the scholars for their return to their zone school environment and teaching them how to become a scholar. Our instructional focus for the 2017-18 school year includes Dr. Larry Bell's twelve powerful words, reading and writing across all content areas, the use of marking the text, building up academic stamina and using data driven instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

All parent and students were invited to a school wide orientation, during the orientation the parents completed paperwork, met the teachers and received a presentation in regards to the new transition plan that is in place to ensure student success once they return to their zoned school. All parents of Sumter Alternatives School attend a mandatory orientation conducted by the principal, assistant principal, guidance counselor and front office clerk. The school-wide expectations and rules are communicated during orientation. The parents receive academic and behavior information pertaining to their child. The school's mission and vision are clearly articulated during orientation. Parents are contacted when their child receives a discipline referral and if a suspension results from the referral parents are required to have a meeting with the principal or assistant principal before the student can return to classes. Teachers call parents during each four week progress report and nine week grading period to inform parents of their child's progress. Teachers call parents weekly to communicate positive behavior cards that their child received for positive behaviors that align with the school wide expectations and rules. Each month we will hold a PBS Breakfast Club, during the breakfast club selected students will be featured, parents, district staff, zoned school liaisons, the PBS Breakfast business sponsor and any community leaders that are working with the student within the community are invited to attend and support the student with their successes. At this meeting the students will discuss their student transition goals, their progress with the six transition plan expectations, their progress with displaying the school-wide behaviors, and current discipline data . This allows for the student to discuss their goals, their progress with their goals and what they need to do to continue meeting their goals. This also allows the zoned school liaisons to build positive school relationships with the student and see the improvements that they are making before returning to their zoned school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Sumter P.R.E.P. Academy collaborates with Sonny's "Kids with Character" program to recognize nine (9) scholars bi-weekly who are demonstrating positive behaviors that align with the school-wide expectations and rules. Sumter P.R.E.P. Academy recognizes scholars every Friday with positive behavior cards. In addition, scholars who received a positive behavior card are put in a drawing for a chance to go to Sonny's Real Pit Bar-B-Q for lunch to celebrate their positive behaviors. Many local businesses and organizations within the community have made monetary donations as well as have offered to donate food for our PBS Breakfast Club, this includes Sumter County Sheriff's Office, SECO, The Dream Center, Key Scales Ford and several other personal donations. These donations will be used to celebrate the scholars and their successes as well as, build positive relationships through various avenues. Scholars receive recognition for being respectable, accountable, attentive, active, and positive. In addition, Sumter P.R.E.P. Academy has partnered up with many community resources to include, Youth and Family Alternatives, Lifestream Behavior Counseling, Teen Court, Department of Juvenile Justice, Career Source, and the Salvation Army. These organizations have come together to assist the school with many resources to include mentoring, counseling, school clothes and school supplies.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Presley, James	Principal
Haines, Jennifer	Assistant Principal
Gordon, Lorraine	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school leadership team consists of the principal, assistant principal and guidance counselor. The role of each member is to establish and maintain a, positive, effective learning environment, build a cohesive team, schedule classes within established guidelines to meet individual scholar needs, and supervise the guidance program to enhance individual scholar education and development.

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

Resources are allocated to assist scholars with meeting all state requirements for promotion and graduation. The leadership team builds the master schedule to meet the academic needs of all scholars. The principal is responsible for supervising the instructional staff in the development and implementation of curriculum and scholar activities, conduct staff meetings to keep members informed of policy changes, new programs, and the like, and prepare and submit the school's budgetary requests and monitor expenditures of funds. The addition of the Sumter Virtual School to

the campus allowed for additional technology to be incorporated throughout the classrooms, to include the use of Sumter Virtual classes to enhance the learning of all scholars. Sumter Virtual School also provided a full-time virtual teacher and a virtual/testing lab that allows for virtual scholar orientation and online tutoring sessions.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Diana Kirkland	Teacher
Edward Napoleon	Teacher
Dallas Isham	Business/Community
Jennifer Baumgarder	Parent
Eric McDonald	Student
Tammy Peck	Parent
Charles Dorn	Education Support Employee
Pamela Johnson	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) is a resource for the principal, teachers, parents, and scholars of the school. Its function is to develop and oversee the implementation of a School Improvement Plan that will serve as a framework for the school improvement. The School Advisory Council evaluates and approves the School Improvement Plan prior to the school board's review and approval.

b. Development of this school improvement plan

The School Advisory Council enlist, promote and support greater interaction between the school and community. The primary function of the SAC is to provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on analysis of multiple sources of available school data.

c. Preparation of the school's annual budget and plan

The School Advisory Council provide input in matters concerning disbursement of school improvement funds and other monies related to school improvement, and to ensure that such expenditures are consistent with the School Improvement Plan. After the SAC has voted to approve an expenditure of school improvement funds by an entity or person, that person/entity has a period of time to use those funds and seek payment from the SAC. If the funds were not expended by that deadline, the funds will be considered as having reverted back to the general SAC funds available for reallocation.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

New technology, media center equipment, media center books, classroom supplies for teachers and scholars, and clothes for scholar dress code compliance.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Presley, James	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Sumter P.R.E.P. Academy has established a teacher learning community designed to assist scholars with becoming proficient in Reading and English Language Arts standards. This teacher learning community will meet bi-weekly to plan, implement, evaluate and monitor instructional strategies designed to promote literacy. This teacher learning community will also conduct mini trainings with other content area teachers to establish collaboration among other teachers that promote literacy.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Sumter P.R.E.P. Academy incorporates regular faculty meetings and trainings. Teachers are also responsible for collaborating to create and implement the school wide expectations and rules for the classroom, sidewalk, cafeteria and restrooms. All teachers are utilizing literacy and writing skills across the content areas, this includes an inclusion model as well as a self-contained model. Sumter P.R.E.P. Academy utilizes a blended model in the high school math computer lab that allows for multiple math subjects to be taught simultaneously. The students access their work virtually through various programs, such as, Gradpoint and Sumter Virtual School, but also have the advantage of having a volunteer tutor available to answer questions and work in small groups with the scholars. Our teachers are also provided with additional planning sessions during early release days due to the multiple preps and grade levels. The teachers are also provided with a time during 7th period on Fridays where they can collaborate and meet for teacher learning communities. Teachers also have collaborative planning daily to encourage the reading and writing across the content area initiative as well as, any other areas of concern. Teachers are invited to meet for bi-weekly Lunch & Learn sessions during their lunch time to learn new skills, strategies and technology to assist with their instructional delivery.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Sumter P.R.E.P. Academy utilizes the website teachertoteacher.com, district recruitment trips to colleges and universities, and the archives of the online applications of Sumter County Schools to recruit teachers. All new teachers are assigned to a peer mentor who supports the new teacher in areas outlined by the career support checklist. Teachers attend professional development opportunities which provide them with strategies to develop as an effective teacher. Many of these trainings include CPI, Learning Focused Strategies, Data Based Questioning and the use of SimpleK12 to assist with achieving any professional development that a teacher may need.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new teachers to the Sumter School District with one or more years of experience while certified in or out of the state of Florida are responsible for demonstrating accountability. This is to be accomplished through the career support checklist that involves self-study and support of an assigned grade level or department leader to learn policies, procedures, rules, guidelines, and expectations related to high quality job performance. Each nine weeks the mentor establishes expectations for the current nine weeks, observe the teacher during the nine weeks, meet with the teacher during the nine weeks, complete discussion logs, review evidence, identify areas of focus and provide mentor support during the nine weeks. Teachers who are new to Sumter County but have teaching experience are assigned a "buddy" to assist with school and district initiatives. This "buddy" assist the teacher throughout the first semester, helping them to get acclimated to their new position.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All instructional staff of Sumter P.R.E.P. Academy review and utilize the curriculum maps to set instructional outcomes and design coherent instruction. Teachers are required to submit weekly lesson schedules to ensure that they are on track with their curriculum maps and a plan is in place for weekly instruction, these are reviewed weekly by administration. Weekly walkthroughs are conducted by the administrators to collect evidence of standards based instruction and assessment. Walkthrough data is share with teachers to reinforce or redirect the alignment of instruction and assessment to the Florida standards. The Sumter Virtual School administrator conducts weekly walkthroughs of the teacher announcement pages to ensure that all items are aligned with the program. Also weekly reports are pulled in regards to student progression in the program, calls logged and completion rates of classes are documented.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Sumter P.R.E.P. Academy uses Performance Matters to access and evaluate student data. Exact Path Assessments are used to regularly assess student progress as it relates to state aligned district curriculum maps. Sumter P.R.E.P. Academy prepares remedial lessons, re-teaching strategies and scaffolding to address deficient areas. Teachers reteach and address concepts across contents whenever a pattern of deficiency is identified among multiple students. Teachers utilize various virtual

programs to assist with targeting specified areas for each student these include, Study Island, Achieve 3000, Exact Path, Sumter Virtual School classes and Gradpoint.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Haines, Jennifer, jennifer.haines@sumter.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

59% of the students who are enrolled at Sumter P.R.E.P. Academy are referred for receiving discipline infractions at their zone school. Therefore, Sumter P.R.E.P. Academy employs a school-wide behavior management plan to assist scholars with strategies that can be used to improve behaviors when they transition back to their zone schools. The school-wide behavior management plan is consistent and pervasive, and supported by the Positive Behavioral Intervention System. Scholars are also provided with counseling through Lifestream Behavior, individual and/or small group. Many are in the MTSS/Rtl program to target areas that they are struggling in and adding in additional support and interventions as needed. The scholars are also using school wide binders and have homework sent home to assist with their organizational skills and responsibility as they journey to become scholars. A school wide transition plan is being implemented that allows for the scholars to understand the necessary requirements for them to transition to their zone school. The transition plan includes the following expectations: 1. Meet all promotion or graduation requirements. 2. No more than (2) long forms in a semester or (4) in a year. 3. No more than (4) short forms per semester. 4. Earn at least (2) Positive Behavior green cards each 9 weeks. 5. Follow the attendance policy in the Student Handbook and 6. Meet their short and long term goals from Sumter P.R.E.P. Academy and their zone school.

b. College and Career Readiness

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

Sumter P.R.E.P. has applied for the United Way grant to implement a program entitled, Training & Trades. This program works with community businesses and Career Source to provide scholars the

opportunity to learn a trade and be offered a job upon completion of high school. We have several community willing to volunteer their time to teach our scholars a trade to include, flooring, barbering and pool cleaning. We hope to start this program in January and work with Career Source to empower our scholars with employ ability skills, dressing for success and other skills that will assist them in becoming employable. We will also team with community business owners and Career Source to provide summer internships for our scholars. This program will not only deem successful for our scholars but increase the job rate throughout the community.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Sumter P.R.E.P.Academy does not offer any CTE programs at this time. Sumter Virtual School is beginning to look at virtual options for various CTE programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Sumter P.R.E.P. Academy does not offer an integrated courses at this time.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Sumter P.R.E.P. Academy is an alternative school and works in conjunction with the local high schools in the district to ensure that scholars are ready for post secondary education. Sumter Virtual School uses various strategies to assist scholars with post secondary education. The scholars are provided remediation and credit recovery through the Gradpoint program and small group instruction to assist in areas that they may struggle. Each scholar is provided with a prescriptive schedule that is developed for them individually. The schedule will address the areas that they need to work on for graduation requirements, grade forgiveness and credit recovery to ensure that each scholar is successful. Sumter Virtual School provides each scholar with an orientation that outlines the graduation requirements as well as the requirements to enter post secondary education. The scholars are encouraged to complete the recommended classes to ensure that they have all of the requirements for graduation and that they continue to work towards their goals.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Academic placement scholars will show proficiency in their 2017-18 Social Science End of Course exams.
- G2.** 100% of scholars will demonstrate an increase in learning gains on the 2018 Florida Standards Assessment Reading/ELA Test.
- G3.** 100% of scholars will show an increase in learning gains on the Mathematics End of Course 2017-18 Assessments.
- G4.** Scholars will show an annual increase in student proficiency on the Geometry 2017-18 End of Course Assessments.
- G5.** 100% of scholars will meet all state graduation requirements during the 2017-18 school year.
- G6.** Parents will attend monthly monitoring meetings every six weeks during the 2017-18 school year.
- G7.** 100% of Scholars will increase their school attendance by 25% within the 2017-18 School Year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Academic placement scholars will show proficiency in their 2017-18 Social Science End of Course exams. 1a

G099352

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	50.0
Civics EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

- Multiple levels of learners in each class.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning Focused Strategies
- Blended model using Gradpoint LMS
- Small group instruction
- Centers
- School wide Binders
- Uniform Lesson Boards
- Dr. Larry Bell's 12 Powerful Words

Plan to Monitor Progress Toward G1. 8

Student grades and assessments will be monitored throughout the school year to ensure their progress towards proficiency.

Person Responsible

Lorraine Gordon

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student report cards and assessment grades will be monitored quarterly. Also the final score on the End of Course exam will be used to determine proficiency of the material.

G2. 100% of scholars will demonstrate an increase in learning gains on the 2018 Florida Standards Assessment Reading/ELA Test. 1a

G099353

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	100.0

Targeted Barriers to Achieving the Goal 3

- Multiple levels of learners in each class

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning Focused Strategies
- Various virtual programs, to include Gradpoint Achieve 3000 Study Island Exact Path
- Literacy Centers
- Small group instruction/Differentiated Instruction
- School wide Binders
- Uniform Lesson Boards
- Weekly Lesson Schedules
- Dr. Larry Bell's 12 Powerful Words

Plan to Monitor Progress Toward G2. 8

Improvement on Formative assessments/Exact Path/ FSA tests

Person Responsible

Lorraine Gordon

Schedule

Monthly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Test results

G3. 100% of scholars will show an increase in learning gains on the Mathematics End of Course 2017-18 Assessments. 1a

G099354

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
FSA Mathematics Achievement	100.0

Targeted Barriers to Achieving the Goal 3

- Multiple levels of learners
- Multiple courses taught simultaneously

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning Focused Strategies
- Blended Digital Learning using either Gradpoint Sumter Virtual School Exact Path
- Small group instruction
- KhanAcademy.com Algebra Nation
- Algebra 1 A/B classes
- Uniform Lesson Boards
- School wide Binders
- Weekly Lesson Schedules
- Dr. Larry Bell's 12 Powerful Words

Plan to Monitor Progress Toward G3. 8

Exact Path test scores will be monitored to show scholar's improvement.

Person Responsible

James Presley

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Scholar grades, assessments and Exact Path scores will be monitored quarterly to ensure improvement. Final FSA scores will show scholars learning gains.

G4. Scholars will show an annual increase in student proficiency on the Geometry 2017-18 End of Course Assessments. 1a

G099355

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Multiple levels of learners

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning focused Strategies
- Digital Learning using Gradpoint
- Small group instruction
- Hands on learning
- Weekly Lesson Schedules
- Digital Learning using Virtual Classes

Plan to Monitor Progress Toward G4. 8

students will be monitored continually for improvement on formative assessments and time spent and modules passed on Gradpoint/Study Island.

Person Responsible

James Presley

Schedule

Monthly, from 8/7/2014 to 5/29/2015

Evidence of Completion

Discovery Education district formative assessments will be evaluated for student performance and improvement by the teacher and the principal. Gradpoint reports and study Island reports will be pulled monthly to show improvement.

G5. 100% of scholars will meet all state graduation requirements during the 2017-18 school year. 1a

G099356

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Targeted Barriers to Achieving the Goal 3

- Deficiencies in number of earned credits

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of Gradpoint for credit recovery
- ACT/SAT Practice
- Small instruction
- Remediation classes
- Prescriptive individual schedules

Plan to Monitor Progress Toward G5. 8

Student Gradpoint completions and current class grades.

Person Responsible

Lorraine Gordon

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Completion of courses and credits earned

G6. Parents will attend monthly monitoring meetings every six weeks during the 2017-18 school year. 1a

G099357

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Work with various community organizations to provide student support.
- Provide ample notification to parents to ensure participation
- Encourage parents to provide alternative relatives to attend when they cannot attend
- Work with zone school leaders to attend progress monitoring meetings

Plan to Monitor Progress Toward G6. 8

Rtl:B discipline data, progress towards transition plans expectations, progress towards displaying behaviors associated with school-wide expectations.

Person Responsible

James Presley

Schedule

Monthly, from 9/9/2016 to 5/5/2017

Evidence of Completion

Rtl:B discipline data, progress towards transition plans expectations, progress towards displaying behaviors associated with school-wide expectations.

G7. 100% of Scholars will increase their school attendance by 25% within the 2017-18 School Year. 1a

G099358

Targets Supported 1b

Indicator	Annual Target
Attendance rate	100.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Child Study Team (CST) meetings to put interventions in place
- Youth & Family Alternatives to assist with interventions
- School Resource Officer (SRO) for truant students
- Call out system to ensure that parents are notified of absences
- Assistant principal call out when students have 5 or more unexcused absences

Plan to Monitor Progress Toward G7. 8

Attendance is monitored for all students and addressed for any student over 5 unexcused absences.

Person Responsible

Jennifer Haines

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance reports, CST data meetings, percentage of attendance reduction

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. 100% of scholars will demonstrate an increase in learning gains on the 2018 Florida Standards Assessment Reading/ELA Test. **1**

 G099353

G2.B1 Multiple levels of learners in each class **2**

 B267574

G2.B1.S1 Intensive small group instruction and computer based instruction to differentiate instruction

4

 S283485

Strategy Rationale

Both are researched and proven strategies

Action Step 1 **5**

This is a technical assistance opportunity, teachers will work with students in small groups being able to deliver a more intensive and specialized instruction.

Person Responsible

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

The teacher will document the small group instruction in their lesson plans and on fidelity check reports.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G5. 100% of scholars will meet all state graduation requirements during the 2017-18 school year. 1

G099356

G5.B1 Deficiencies in number of earned credits 2

B267581

G5.B1.S1 Use of Gradpoint for credit recovery, remediation classes and individual prescriptive schedules. 4

S283488

Strategy Rationale

These resources allow students to increase their number of earned credits.

Action Step 1 5

Determine the number of credits needed per course, enroll students in required courses.

Person Responsible

Lorraine Gordon

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Percentage of students meeting graduation requirements

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Meeting graduation requirements

Person Responsible

James Presley

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Number of students meeting graduation requirements.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Sumter Alternatives will continually plan, implement, evaluate and monitor the effectiveness of our plan.

Person Responsible

James Presley

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Increase in graduation completions.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1 M416399	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M416400	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M416401	Improvement on Formative assessments/Exact Path/ FSA tests	Gordon, Lorraine	8/10/2017	Test results	8/10/2017 monthly
G5.MA1 M416408	Student Gradpoint completions and current class grades.	Gordon, Lorraine	8/10/2017	Completion of courses and credits earned	5/30/2018 monthly
G5.B1.S1.MA1 M416406	Sumter Alternatives will continually plan, implement, evaluate and monitor the effectiveness of our...	Presley, James	8/10/2017	Increase in graduation completions.	5/30/2018 monthly
G5.B1.S1.MA1 M416407	Meeting graduation requirements	Presley, James	8/10/2017	Number of students meeting graduation requirements.	5/30/2018 monthly
G5.B1.S1.A1 A382702	Determine the number of credits needed per course, enroll students in required courses.	Gordon, Lorraine	8/10/2017	Percentage of students meeting graduation requirements	5/30/2018 monthly
G2.B1.S1.A1 A382698	This is a technical assistance opportunity, teachers will work with students in small groups being...		8/14/2017	The teacher will document the small group instruction in their lesson plans and on fidelity check reports.	5/31/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G2.B1.S1.A1	This is a technical assistance opportunity, teachers will work with students in small groups being able to deliver a more intensive and specialized instruction.				\$0.00
2	G5.B1.S1.A1	Determine the number of credits needed per course, enroll students in required courses.				\$249.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	School Improvement Funds		\$249.00
			Notes: The school improvement funds are allocated towards supporting the school-wide behavior plan.			
					Total:	\$249.00