

Sumter District Schools

Sumter PREP Academy



2019-20 Schoolwide Improvement Plan

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Sumter PREP Academy

709 N. WEST ST, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: James Presley

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: I (%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Sumter County School Board on 8/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

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

School Grades History

Year	2015-16
Grade	I

School Board Approval

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Sumter P.R.E.P. Academy 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.

Provide the school's vision statement.

"Teaching Academics, Building Character."

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Presley, James	Principal	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.
Velazquez, Ricaldo	Assistant Principal	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.
Gordon, Lorraine	School Counselor	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.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	2	1	6	11	12	24	15	10	13	5	99	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	2	1	5	11	11	23	14	6	9	2	84	
Course failure in ELA or Math	0	0	0	2	1	5	7	0	0	0	0	0	0	15	
Level 1 on statewide assessment	0	0	0	0	0	2	8	4	16	7	5	4	0	46	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	2	1	6	11	11	24	15	7	11	5	93	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	0	2	0	5

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

8

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
One or more suspensions	0	0	0	2	5	8	14	27	18	11	12	4	6	107	
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	2	6	8	14	11	7	7	2	3	60	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	5	9	14	29	21	15	13	10	9	127

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	65%	61%	0%	56%	57%
ELA Learning Gains	0%	58%	59%	0%	54%	57%
ELA Lowest 25th Percentile	0%	47%	54%	0%	42%	51%
Math Achievement	0%	63%	62%	0%	54%	58%
Math Learning Gains	0%	59%	59%	0%	49%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	40%	50%
Science Achievement	0%	57%	56%	0%	51%	53%
Social Studies Achievement	0%	74%	78%	0%	69%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	2 (0)	1 (0)	6 (0)	11 (0)	12 (0)	24 (0)	15 (0)	10 (0)	13 (0)	5 (0)	99 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	2 (0)	1 (0)	5 (0)	11 (0)	11 (0)	23 (0)	14 (0)	6 (0)	9 (0)	2 (0)	84 (0)
Course failure in ELA or Math	0 (0)	0 (0)	2 (0)	1 (0)	5 (0)	7 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	15 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	8 (0)	4 (0)	16 (0)	7 (0)	5 (0)	4 (0)	0 (0)	46 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	66%	-66%	58%	-58%
	2018	0%	67%	-67%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	62%	-62%	58%	-58%
	2018	0%	71%	-71%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	65%	-65%	56%	-56%
	2018	0%	61%	-61%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	23%	63%	-40%	54%	-31%
	2018	0%	60%	-60%	52%	-52%
Same Grade Comparison		23%				
Cohort Comparison		23%				
07	2019	8%	61%	-53%	52%	-44%
	2018	5%	55%	-50%	51%	-46%
Same Grade Comparison		3%				
Cohort Comparison		8%				
08	2019	0%	60%	-60%	56%	-56%
	2018	13%	66%	-53%	58%	-45%
Same Grade Comparison		-13%				
Cohort Comparison		-5%				
09	2019	7%	59%	-52%	55%	-48%
	2018	12%	63%	-51%	53%	-41%
Same Grade Comparison		-5%				
Cohort Comparison		-6%				
10	2019	0%	62%	-62%	53%	-53%
	2018	0%	59%	-59%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	64%	-64%	62%	-62%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	72%	-72%	64%	-64%
	2018	0%	71%	-71%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	69%	-69%	60%	-60%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	67%	-67%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	8%	68%	-60%	55%	-47%
	2018	10%	65%	-55%	52%	-42%
Same Grade Comparison		-2%				
Cohort Comparison		8%				
07	2019	13%	62%	-49%	54%	-41%
	2018	18%	57%	-39%	54%	-36%
Same Grade Comparison		-5%				
Cohort Comparison		3%				
08	2019	0%	47%	-47%	46%	-46%
	2018	4%	49%	-45%	45%	-41%
Same Grade Comparison		-4%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	66%	-66%	53%	-53%
	2018	0%	68%	-68%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	53%	-53%	48%	-48%
	2018	4%	57%	-53%	50%	-46%
Same Grade Comparison		-4%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	69%	-26%	67%	-24%
2018	0%	70%	-70%	65%	-65%
Compare		43%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	70%	-53%	71%	-54%
2018	19%	70%	-51%	71%	-52%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	9%	69%	-60%	70%	-61%
2018	0%	74%	-74%	68%	-68%
Compare		9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	12%	62%	-50%	62%	-50%
Compare		-12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	13%	61%	-48%	57%	-44%
2018	0%	63%	-63%	56%	-56%
Compare		13%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD					30						
BLK											
FRL		10			17						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD											
BLK											
FRL											
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD											
BLK											
FRL											

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	32
Total Components for the Federal Index	5
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	5
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest-performing component was the ESSA data of Black/African American scholars. Some contributing factors to this low-performance could be the multiple grade levels in classrooms, scholars being several grade levels behind in performance and movement of a student from the alternative setting to their home school. Due to these factors, scholars can begin to show frustration because of their lack of prior knowledge which results in behavioral issues that result in disciplinary actions.

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

The ESSA data that showed the greatest decline was the economically disadvantaged students in the areas of ELA learning gains decreasing from 31% in 2018 to 10% in 2019. Some contributing factors to this low-performance are the multiple grade levels in single classrooms, scholars being several grade levels behind in performance and movement of a student from the alternative setting to their home school. Other contributing factors could be a lack of resources outside of the school setting that does not allow our scholars the ability to resources outside of the school day that can improve their overall performance. Some examples of these lack of resources are lack of personal care products, lack of technology and wireless connectivity

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.

Of the grade level data that was able to be measured, the largest gap when compared to the state average was in ninth grade ELA. This gap was shown as a 48% difference between the state and Sumter Prep. Some contributing factors to this low-performance are the multiple grade levels in classroom, our scholars being several grades levels behind in performance, and the movement of a student from the alternative setting to their home school.

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

The component that showed the most improvement was the overall proficiency rose from 0% in 2018 to 43% in 2019. Small group instruction and intensive support led to this increase in performance. The implementation of educational computer programs and supplemental resources also contributed to this increase.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is the number of students with one or more suspension(s). 84 out of the 99 students enrolled in Sumter PREP Academy had at least one suspension during the 2018-2019 school year.

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

1. Promotion of improved attendance through the Never Be Absent program.
2. Learning gains among targeted ESSA subgroups.
3. Proficiency on state assessments among ESSA subgroups.
4. Increased positive behavior through the school-wide PBIS program.
5. Support scholars to meet graduation and promotion requirements to be in their appropriate grade.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning gains in Mathematics and ELA among Students With Disabilities
Rationale	Students with disabilities make up 52% of the scholar population at Sumter PREP. The prior year's ESSA data has shown that these scholars met 15% of the federal index and have been below the 41% requirement ESSA calculations. Intensive remediation and supplemental support will lead to increased performance and overall success for the scholar in their academic classes.
State the measurable outcome the school plans to achieve	<p>100% of Students With Disabilities will show learning gains on the Mathematics state assessment.</p> <p>100% of Students With Disabilities will show learning gains on the ELA state assessment.</p>
Person responsible for monitoring outcome	Ricaldo Velazquez (ricaldo.velazquez@sumter.k12.fl.us)
Evidence-based Strategy	Scholars will use the computer programs IXL and i-Ready for both ELA and Mathematics twice a week during their virtual hold period for 25 minutes. Teachers will instruct scholars on vocabulary through small group instructions to build background knowledge and assist with reading comprehension in both Mathematics and ELA. ELA students will use Achieve 3000 to work on reading comprehension and increase their Lexile levels. . Data tracking charted in every classroom based on the beginning and mid-year diagnostics. Sumter PREP will use Iready for third grade through eighth and Archive 3000 for ninth through twelfth grade for these diagnostics. This will provide scholars with goals needed for proficiency while also serving as a guide for instruction.
Rationale for Evidence-based Strategy	We believe that the use of these strategies will allow the scholars at Sumter PREP show increased achievement due to the supplemental support they will receive through the IXI and i-Ready programs. This will be monitored through weekly graphing of scores that will allow the scholar to monitor their own progress. By self-monitoring students will be able to see their progress grow as they advance through the program. Scholars will be acknowledged for success through the Sumter PREP's PBIS program.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule a set time for scholars to use the IXL and Iready program twice a week for 20 minutes during their virtual hold class. 2. Provide teacher and students with supports implement this strategy (school-based PD, scholars introduction lesson on how to access IXL and i-Ready, and materials for the scholars to track their progress). 3. Teachers and leadership team will monitor fidelity of these interventions.
Person Responsible	James Presley (james.presley@sumter.k12.fl.us)

#2	
Title	Learning gains in Mathematics and ELA among African American students.
Rationale	African American students account for approximately 45% of the scholar population at Sumter PREP. On the prior year's ESSA, data has shown that these scholars meet 0% of the federal index and have been below the 41% requirement ESSA calculations. Intensive remediation and supplement support will lead to increased performance and overall success for the scholar in their academic classes.
State the measurable outcome the school plans to achieve	100% of African American scholars will show learning gains on the ELA state assessment. 100% of African American scholars will show learning gains on the Mathematics state assessment.
Person responsible for monitoring outcome	Ricaldo Velazquez (ricaldo.velazquez@sumter.k12.fl.us)
Evidence-based Strategy	Scholars will use the computer programs IXL and i-Ready for both ELA and Mathematics twice a week during their virtual hold period for 25 minutes. Teachers will instruct scholars on vocabulary to build background knowledge and assist with reading comprehension in both Mathematics and ELA. Springboard is a college and career textbook resource that we utilize through the ELA department. Students are presented with grade-level material and are provided the necessary scaffolds to be able to find success with their ELA work. Scholars will be given tutoring time for core academic classes every Friday to improve scholar performance. Data tracking charted in every classroom based on the beginning and mid-year diagnostics. Sumter PREP will use Iready for third grade through eighth and Achieve 3000 for ninth through twelfth grade. These diagnostics. will provide scholars with goals needed for proficiency while also serving as a guide for instruction.
Rationale for Evidence-based Strategy	We believe that the use of these strategies will allow the scholars at Sumter PREP to show increased achievement due to the supplemental support they will receive through the IXI and i-Ready programs. This will be monitored through weekly graphing of scores that will allow the scholar to monitor their own progress. By self-monitoring, students will be able to see their progress grow as they advance through the program. Scholars will be acknowledged for success through the Sumter PREP's PBIS program.
Action Step	
Description	1. Schedule a set time for scholars to use the IXL and Iready program twice a week for 25 minutes during their virtual hold class. 2. Provide teacher and students with supports to implement this strategy (school-based PD, scholars introduction lesson on how to access IXL and i-Ready, and materials for the scholars to track their progress). 3. Teachers and leadership team monitor the fidelity of these interventions.
Person Responsible	James Presley (james.presley@sumter.k12.fl.us)

#3	
Title	Increased proficiency on states assessment among economically disadvantaged students.
Rationale	Economically Disadvantaged Scholars make up 94% of the student population of Sumter PREP Academy; this is the largest percentage of our scholar population. The ESSA data from 2018 shows that these scholars met 5% of the federal index and have been below the 41% requirement ESSA calculations. Sumter PREP aims to support these scholars when they are on campus as well at home with various resources we have received and donations from community stakeholders. These supports will combat barriers which cause our scholars to miss school, under-perform in academics, and also hinders their success in meeting requirements to return to their home school.
State the measurable outcome the school plans to achieve	<p>At least 45% of economically disadvantage student scholars will show proficiency on the ELA state assessment.</p> <p>At least 45% of economically disadvantage student scholars will show proficiency in the Mathematics state assessment.</p> <p>At least 50% of economically disadvantage student scholars will show proficiency on the End of Course exams.</p>
Person responsible for monitoring outcome	Lorraine Gordon (lorraine.gordon@sumter.k12.fl.us)
Evidence-based Strategy	<p>Scholars will use the computer programs IXL and i-Ready for both ELA and Mathematics twice a week during their virtual hold period for 25 minutes. Teachers will instruct scholars on vocabulary to build background knowledge and assist with reading comprehension in both Mathematics and ELA. Sumter PREP will promote increased attendance through our Never Be Absent (N.B.A.) program which will rewards scholars for good attendance by qualifying for prizes through a partnership with the Orlando Magic. All teachers are trained to use Learning-Focused Strategies which incorporates instructional strategies for improving academic performance. This includes Activating Strategies, Lesson Activities and Assessment Prompts, Graphic Organizers, and a major assignment as an assessment. The different components of the LFS lesson plan allow for formative assessments to be built into each lesson activity. Adding in five Z space science units that will provide scholars with a life-like virtual reality science experience.</p>
Rationale for Evidence-based Strategy	<p>We believe that the use of these strategies will allow the scholars at Sumter PREP to show increased achievement due to the supplemental supports they will receive through the IXI and i-Ready programs. This will be monitored through weekly graphing of scores that will allow the scholar to monitor their own progress. By self-monitoring, student will be able to see their progress grow as they advance through the program. Scholars will be acknowledged for success through the Sumter PREP's PBIS program. Sumter PREP will also consistently address barriers outside our environment to get the student more engaged in their academic success.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule a set time for scholars to use the IXL and i-Ready program twice a week for 20 minutes during their virtual hold class. 2. Provide teacher and students with supports implement this strategy (school-based PD, scholars introduction lesson on how to access IXL and i-Ready, and Materials for the scholars to track their progress). 3. Teachers and leadership team will monitor the fidelity of these interventions. 4. Faculty will offer services that address barriers the scholar might have in their environment outside of school that may increase absences among scholars.

5 One to one student devices which will allow Sumter PREP's Scholars to have access to educational technology to accelerate their learning.

Person Responsible James Presley (james.presley@sumter.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

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

The remaining schoolwide improvement priorities will be addressed through the PBIS program and unique Master Schedule that allows scholars to close their promotion and achievement gaps. The school-wide PBIS program will address behavior issues that have caused our scholars to be placed with us and fall behind grade-level achievement. We will replace these negative behaviors with three to one ratio of positive intervention to negative intervention. We will promote teacher-parent communication to provide intensive support to address and replace these behavior concerns. The master schedule used at Sumter PREP will provide scholars an opportunity to take a course load that will meet the academic requirements of Sumter County School District's student progress plans. Schedules can be adjusted to meet the academic needs of the scholars in our secondary program.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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. 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. 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.

PFEP Link

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

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

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, social workers, and chats with the Principal. We have made an addition to the school to include a Threat Assessment Team that consists of the school psychologist, the safety and security person, administrators, teachers, social workers, the School Resource Officer, and the guidance counselor. Each scholar is assigned an academic advisor based on their first-period class. The academic adviser develops and reviews the scholars long- and short-term goals to ensure the scholar has a voice on the campus and monitors the scholar's progress towards mastering their goals and returning to their zoned school. The campus also has a HELP box that is available to scholars which allows them to anonymously report that either themselves or a friend is being bothered. This box is checked twice daily by the administration and the forms are read and addressed through several different methods. The HELP box forms have also been provided to all of the scholars to carry in their binders. 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 essays, PowerPoint presentations, worksheets and/or social stories depending upon the student's need and level of discipline. The school has also added a self-contained classroom for each grade level to include elementary, middle and high school. Each self-contained room also has a SPA room where the student's sensory issues are addressed and students can receive awards based on behavior. All of Sumter PREP classroom are Trauma-sensitive environments to deescalate possible behavior that might occur.

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

69% of the students who are enrolled at Sumter P.R.E.P. Academy are referred for receiving discipline infractions at their zoned 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 zoned schools. The school-wide behavior management plan is consistent, pervasive, and is supported by the Positive Behavioral Intervention System. Scholars are also provided with counseling, individual and/or small group, through LifeStream Behavior. Many students are in the MTSS/RtI program to target areas with which they are struggling. Additional supports and interventions are added 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 successful scholars. A school-wide transition plan is being implemented that allows the scholars to understand the necessary requirements for them to transition to their zoned 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 every 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. 7. No more than (3) bus conducts.

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. The principal also conducts staff meetings to keep members informed of policy changes, new programs, and to 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. Sumter Virtual classes will 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.

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 received a grant from United Way of Lake & Sumter county entitled, Training & Trades. This program works with the following community businesses: Manpower and Career Source. These companies work to provide scholars the opportunity to learn a trade and be offered a job upon completion of high school. We have several community businesses willing to volunteer their time to teach our scholars a trade to include: flooring, barbering, electrical, and warehouse work. The program began in January and included a total of 18 scholars. The scholars were exposed to guest speakers, skills necessary for employment, and financial literacy. This program began in January and ran through the summer working with Career Source to empower our scholars with employment ability skills, dressing for success, and resume writing that will assist in creating employable individuals. We teamed with community business owners and Career Source to provide summer internships for our scholars. This program involved 18 scholars, 10 that participated in the orientation, 10 that went to work and 10 scholars that completed the program. We are proud to have one of our scholars was offered and accepted employment through the training and trade program.

Part V: Budget

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

1	III.A.	Areas of Focus: Learning gains in Mathematics and ELA among Students With Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3001 - Sumter PREP Academy			\$0.00
			<i>Notes: School Improvement funds to be used when distributed</i>			
2	III.A.	Areas of Focus: Learning gains in Mathematics and ELA among African American students.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3001 - Sumter PREP Academy	Title, I Part A		\$8,000.00
			<i>Notes: Professional development on best practices and strategies used in alternative schools around the country. Value is estimated</i>			
3	III.A.	Areas of Focus: Increased proficiency on states assessment among economically disadvantaged students.				\$41,890.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2863		3001 - Sumter PREP Academy	Other		\$15,000.00
			<i>Notes: Funds used in the training and trade program to provide transportation and training for scholars involved in a summer internships. These internships my transition to employment after the 7 week program has concluded.</i>			
	1382	120-Classroom Teachers	3001 - Sumter PREP Academy	Title, I Part A		\$26,890.00

	<i>Notes: Adding in five Z space science units that will provide scholars with a life like virtual reality science experience.</i>	
Total:		\$49,890.00