

Sumter District Schools

Sumter PREP Academy



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	14
R.A.I.S.E	0
Positive Culture & Environment	0

Sumter PREP Academy

709 N. WEST ST, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: James Presley

Start Date for this Principal: 7/1/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Sumter County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

"Keep Moving The Academic Needle"

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Students are assigned to Sumter Prep Academy for the following programs- academic placement, alternate to expulsion, disciplinary program, or drop out-retrieval. Sumter Prep Academy is allocated for 100 students. Students are assigned to Sumter Prep Academy for either a semester or one school year. We provide services to students from the three secondary zoned schools for Sumter County. Sumter Prep Academy utilizes a variety of supports geared towards meeting the diverse needs of our students. In the area of specialized instruction, we have a two paraprofessionals designated for every teacher that assist in meeting academic and behavior needs. Sumter Prep Academy provides a flexible master schedule that is designed to meet academic needs via a virtual hold placement, or designated credit recovery courses. A school-wide P.B.I.S. program is implemented to address each of the three tiers of the MTSS pyramid, The majority of the students at Sumter Prep Academy are recognized weekly for demonstrating positive behaviors in all school settings. To meet the mental health needs of our students, Sumter Prep Academy utilizes these counseling programs that provide services at school or at home. These three agencies provide mental health counseling to our students- Potentials and Children's Advocacy Center offer school based counseling. Additionally, C.C.O.S offers more intensive services to the students in both school and at home.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
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 support programs to enhance individual scholar education and development.
Farrow, Wayne	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 support programs 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.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Thursday 7/1/2021, James Presley

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

8

Total number of students enrolled at the school.

93

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	0	0	2	6	13	16	24	10	11	11	93
Attendance below 90 percent	0	0	0	0	0	0	3	12	12	17	6	7	5	62
One or more suspensions	0	0	0	0	0	1	2	5	6	6	4	1	2	27
Course failure in ELA	0	0	0	0	0	0	0	1	0	1	1	2	0	5
Course failure in Math	0	0	0	0	0	0	0	2	1	2	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	5	3	7	2	3	2	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	4	5	8	3	4	3	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	3	8	9	14	4	6	4	48

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	4	3	10	2	1	2	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Sunday 8/29/2021

2020-21 - 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
Number of students enrolled	0	0	0	0	2	2	9	10	6	18	8	5	4	64
Attendance below 90 percent	0	0	0	0	0	0	6	4	4	13	4	2	0	33
One or more suspensions	0	0	0	0	0	0	4	3	4	8	3	2	0	24
Course failure in ELA	0	0	0	0	1	0	3	5	4	12	3	1	2	31
Course failure in Math	0	0	0	0	1	0	3	4	3	6	2	2	1	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	7	4	10	1	2	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	5	4	10	3	2	0	29

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	0	1	0	7	7	5	16	4	3	2	45

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	1	0	1	1	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	14%				65%	61%		60%	60%
ELA Learning Gains	42%				58%	59%		58%	57%
ELA Lowest 25th Percentile					47%	54%		51%	52%
Math Achievement					63%	62%		60%	61%
Math Learning Gains					59%	59%		61%	58%
Math Lowest 25th Percentile					49%	52%		52%	52%
Science Achievement					57%	56%		59%	57%
Social Studies Achievement					74%	78%		69%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	66%	-66%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	65%	-65%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	23%	63%	-40%	54%	-31%
Cohort Comparison		0%				
07	2021					
	2019	8%	61%	-53%	52%	-44%
Cohort Comparison		-23%				
08	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		-8%				
09	2021					
	2019	7%	59%	-52%	55%	-48%
Cohort Comparison		0%				
10	2021					
	2019	0%	62%	-62%	53%	-53%
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	64%	-64%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	72%	-72%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	69%	-69%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	8%	68%	-60%	55%	-47%
Cohort Comparison		0%				
07	2021					
	2019	13%	62%	-49%	54%	-41%
Cohort Comparison		-8%				
08	2021					
	2019	0%	47%	-47%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	66%	-66%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	53%	-53%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	69%	-26%	67%	-24%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	70%	-53%	71%	-54%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	9%	69%	-60%	70%	-61%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	13%	61%	-48%	57%	-44%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	9										
WHT	10										
FRL	15	42									
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	56
Total Components for the Federal Index	3
Percent Tested	76%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	9
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	5
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

The previous school year, we used a variety of tools for monitoring student progress. For students 4th through 8th, we used the i-Ready platform. USA Test Prep was used for students in grades 9th through 12th. In addition we used digital platforms for both virtual school and credit recovery. To strengthen the monitoring progress, a full-time lab manager was designated to track and report data to administration, guidance counselors, teachers, and teacher assistants on a weekly basis. Students that were progressing were recognized school-wide by administration and teachers. Students that were not making progress would meet with the guidance counselor to address academic concerns and make plans for needed interventions. Teachers would use data to develop learning walls and conduct data checks in ELA and Math to open up progress discussions with the students.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

The area that has shown the most improvement is ELA. In ELA proficiency, the scores improved from 0% in 2018-2019 to 14% in 2021. In ELA, the school year 2018-2019 had 0% in learning gains. In 2021, that number improved to 36% of our students demonstrating learning gains. The actions that were implemented last year will continue. For the upcoming school year, our teachers will be meeting weekly with administration to review and discuss i-Ready data. In addition, this school year vocabulary will be the focus school-wide. Weekly vocabulary terms will be chosen by teacher committee and will be acknowledged in all classes. In addition to a weekly list, a vocabulary "word for the week" will also be emphasized in each classroom.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The greatest need of improvement is in the area of mathematics. For the school year 2020-2021 the proficiency score for math as 0%. The learning gains for the school year 2020-2021 were also 0%. The shortage of 6-12 certified math teachers has been most problematic in this area. This issue has left a schoolwide negative impact on our academic programs.

What trends emerge across grade levels, subgroups and core content areas?

The percentage of enrolled students that meet the following- level 1 students in ELA and math, the number of economically disadvantaged students, and the number of students that are one or more grade levels behind their zoned school cohort.

What strategies need to be implemented in order to accelerate learning?

An array of strategies to address this area are implemented and utilized school-wide. Each instructional class has "instruction" boards that are set up identically. Included in these boards will be daily lesson focus, short term learning goals, vocabulary, and essential questions. Frequent assessments, both formal and informal, will be given, with at least one assessment given daily. Lastly, "the ticket out the door" is a strategy that allows teachers to quickly evaluate lesson effectiveness.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our teachers are offered a myriad of professional development opportunities that are offered by the school, the district, and/or state. These opportunities may be in-person trainings, virtual trainings, or through extended course studies. Sumter Prep Academy teachers get weekly i-Ready training provided at school by school based administration. Additionally, our staff receives frequent training in lesson planning, the teacher evaluation process, classroom/student management, and other educational concerns that may need to be addressed. The Sumter County School District Tech Services staff offer monthly technical training on a variety of topics ranging from data management, application of data, and use of virtual platforms. Throughout the year, trainings on Learning Focused Strategies are offered to assist teachers in planning and delivering quality lessons. Sumter County Schools Professional Development Department offers a catalog of webinars and virtual trainings. Lastly, Sumter County teachers have access to Florida Diagnostic and Learning Resources System (FDLRS) and the Multiagency Network for Students with Emotional and/or Behavioral Disabilities (SEDNET), which offer many training opportunities to assist teachers in providing the most effective education to a diverse population with diverse needs.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students with disabilities make up 37% of the student population at Sumter PREP. The prior year's ESSA data has shown that these students 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 students in their academic classes.

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

100% of Students With Disabilities will show learning gains on the Mathematics state assessment.
 100% of Students With Disabilities will show learning gains on the ELA state assessment.

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

Academic and behavior data reviews are conducted each 4 1/2 weeks. These data reviews include information provided by the threat assessment team, Acceleration Team, instructional and support staff. Data based decisions are made for individual students as well as student groups.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Students will use i-Ready for ELA and Mathematics twice a week for 25 minutes each session. Teachers will instruct students on vocabulary through small group instructions to build background knowledge and assist with reading comprehension in both Mathematics and ELA. Data walls will be implemented in every classroom based on the baseline diagnostic assessment, Fall growth monitoring assessment, mid-year diagnostic, Spring growth monitoring and final diagnostic assessment to determine if the student's academic needle is positively progressing. Sumter PREP will use i-Ready for 5th grade through 12th grade for these diagnostics. This will provide students with goals needed for proficiency while also serving as a guide for instruction.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We believe that the use of these strategies will allow the students at Sumter PREP to show increased achievement due to the supplemental support they will receive through i-Ready. This will be monitored through weekly graphing of scores that will allow students to monitor their own progress. By self-monitoring students will be able to see their progress as they advance through the program.

Students will be acknowledged for success through the Sumter PREP's PBIS program.

Action Steps to Implement:

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

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

African American students account for approximately 31% of the scholar population at Sumter PREP. Prior year's ESSA data has shown that these students 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 students' academic classes.

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

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.

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

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Students will use the computer program i-Ready for ELA and Mathematics twice a week for 25 minutes. Teachers will instruct scholars on vocabulary to build background knowledge and assist with reading comprehension in both Mathematics and ELA. Students are presented with grade-level material and are provided the necessary scaffolds to be able to find success with their ELA work. Students will be given tutoring time for core academic classes every Friday to improve academic performance. Data charts are implemented in every classroom based on the baseline diagnostic assessment, Fall growth monitoring, mid-year diagnostic assessment, Spring growth monitoring assessment and final diagnostic. Sumter PREP will use iReady for fifth through twelfth grade. These diagnostics will provide students with goals needed for proficiency while also serving as a guide for instruction.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We believe that the use of these strategies will allow the students at Sumter PREP to show increased achievement due to the supplemental support they will receive through iReady programs. This will be monitored through weekly graphing of scores that will allow students to monitor their own progress. By self-monitoring, students will be able to see their progress grow as they advance through the program. Students will be acknowledged for success through the Sumter PREP's PBIS program.

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

No action steps were entered for this area of focus

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Academic and behavior data reviews are conducted each 4 1/2 weeks. These data reviews include information provided by the threat assessment team, Acceleration Team, instructional and support staff. Data based decisions are made for individual students as well as student groups.

#3. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Economically Disadvantaged Students make up 94% of the student population of Sumter PREP Academy; this is the largest percentage of our student population. The ESSA data from 2018 shows that these students met 5% of the federal index and have been below the 41% requirement ESSA calculations. Sumter PREP aims to support these students 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 students to miss school, under-perform in academics, and also hinders their success in meeting requirements to return to their zoned school.

Measurable Outcome:

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

At least 45% of economically disadvantage student students will show proficiency on the ELA state assessment. At least 45% of economically disadvantage students will show proficiency in the Mathematics state assessment. At least 50% of economically disadvantage students will show proficiency on the End of Course

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will use the computer program i-Ready for both ELA and Mathematics twice a week for 25 minutes. Teachers will instruct students 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 students 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. We continue to utilize Z space science units that will provide students with a life-like virtual reality science experience.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We believe that the use of these strategies will allow the students at Sumter PREP to show increased achievement due to the supplemental supports they will receive through the i-Ready program. This will be monitored through weekly graphing of scores that will allow students to monitor their own progress. By self-monitoring, students will be able to see their progress grow as they advance through the program. Students 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.

Action Steps to Implement:

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

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Academic and behavior data reviews are conducted each 4 1/2 weeks. These data reviews include information provided by the threat assessment team, Acceleration Team, instructional and support staff. Data based decisions are made for individual students as well as student groups.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

All parents and students are invited to a school-wide orientation. During the orientation, the parents complete paperwork, meet the teachers, and receive a presentation in regards to the new transition plan that is in place to ensure student success once they return to their zoned school.

For the past eight years, Sumter PREP Academy has implemented a school-wide PBIS system that has received state, national and international recognition. This system's motto is "Striving To Create a Positive RAP". The system is built on a 3:1 ratio.:

1. We believe that a student should have an opportunity to be recognized three times as much for positive behaviors than written up for negative behaviors, weekly. Each week, the faculty, staff, bus drivers, and bus aides receive three positive green cards to recognize students for positive behaviors. The green cards are celebrated with students in our weekly PBIS Positive Friday Celebrations.
2. We believe that parents should have an opportunity for three times as many positive phone calls for positive behaviors than negative phone calls , weekly. 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

3. We also believe that teachers should intervene three times for minor distraction instead of write ups for minor infractions. In short, the positive behaviors are recognized and celebrated three times as much as the negative behaviors are written up.

Each month we have a PBIS Breakfast Club for all students through-out the school year. 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 and areas of concern. Sumter The breakfast club is used for monthly progress monitoring and support.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Sumter PREP Academy has community sponsors who support the PBIS vision. These sponsors contribute financial support and attend school activities to encourage the students to "Strive for a Positive RAP". The School Advisory Committee meets quarterly to discuss and make decisions that results in opportunities for success for all students. The faculty, parents and students complete school climate surveys that provide information that allows for continuous improvement of the school. Lastly, the superintendent, school board, and district staff support the vision of the school.