Sumter PREP Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Sumter PREP Academy

709 N. WEST ST, Bushnell, FL 33513

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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.

Moving The Academic Needle While Striving For A Positive RAAAP. Be Respectful, Be Accountable, Be Attentive, Be Active and Be Positive (RAAAP).

School Leadership Team, Stakeholder Involvement and SIP Monitoring

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

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

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

Sumter Prep Academy utilizes a continuous improvement process that involves school climate surveys, post-planning meetings, and leadership days to develop our school improvement plan. During the Spring of each school year, we received feedback from teacher, parents, and students school climate surveys. The information from those surveys measures areas of success, areas that are maintaining and areas that may need improvement.

During the post-planning period, the administrators, faculty and staff of SPA disaggregate the data from school climate surveys to chart our course for the new school year. We use the data to determine initiatives needed to improve and/or maintain. The administrators use the data from the post planning meeting to develop the agenda for the annual leadership day. The leadership day is conducted at the end of July to implement continuous improvement strategies and practices.

Finally, the School Advisory Council which is comprised of the administrators, instructional and non-instructional staff members, parents, scholars, and citizens who are representative of the ethnic and economic community served by our school, meets in the first quarter to provide feedback from initiatives developed during the leadership day.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The progress monitoring data is utilized to measure the student progress in Math and ELA. The progress monitoring data (PM1) is used as a baseline to measure growth in each subject. The progress monitoring data (PM2) is used to compare and determine areas of focus. The instructional staff develops lessons to address the achievement gap of low performance students. We utilize i-Ready to supplement instructional goals for students for low performing students interjecting PM2 and PM3. The PM3 data is used to develop continuous improvement strategies for the upcoming academic year.

The SIP is monitored and evaluated each four and half weeks upon receiving academic data such as progress reports, report cards, i-Ready data, and progress monitoring data. In addition, we will review our goals monthly during faculty meeting to reflect and improve our performance . The revision takes place at mid-year. We present the results of the PM data to the SAC during the second quarter. Finally, the District will monitor the implementation of the plan through monthly calls with the Bureau of School Improvement ·

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 1-12

Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	3	4	9	16
One or more suspensions	0	0	0	0	0	0	8	10	9	27
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	1	4	9
Course failure in Math	0	0	0	0	0	0	2	2	2	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	10	16	29
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	9	18	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	6	13	19	38
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	5	6	7	18

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	5	6	14
Students retained two or more times	0	0	0	0	0	0	2	9	7	18

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	15	22	19	56
One or more suspensions	0	0	0	0	0	0	15	23	20	58
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	3	2	5
Course failure in Math	0	0	0	0	0	0	1	0	3	4
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	4	10	12	26
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	5	0	14	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	15	23	20	58

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	5	6	14
Students retained two or more times	0	0	0	0	0	0	2	9	7	18

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0	65	53	8	67	55	14		
ELA Learning Gains				8			42		
ELA Lowest 25th Percentile									
Math Achievement*	0	71	55	0	40	42			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	0	62	52	13	67	54			
Social Studies Achievement*		74	68	25	59	59			
Middle School Acceleration		69	70		44	51			
Graduation Rate	0	92	74	0	61	50	0		
College and Career Acceleration		66	53		72	70			
ELP Progress		52	55		56	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	4
Percent Tested	82
Graduation Rate	0

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	54
Total Components for the Federal Index	6
Percent Tested	84
Graduation Rate	0

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	14	Yes	1	1
FRL	2	Yes	3	3

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			0			0			0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0			0							3	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	8	8		0			13	25		0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	14											
FRL	5			0						0		

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	14	42								0		
SWD	9											
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	10									0		
FRL	15	42								0		

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	0%	55%	-55%	50%	-50%
07	2023 - Spring	13%	50%	-37%	47%	-34%
08	2023 - Spring	5%	54%	-49%	47%	-42%
09	2023 - Spring	27%	54%	-27%	48%	-21%
06	2023 - Spring	45%	60%	-15%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	69%	-33%	54%	-18%
07	2023 - Spring	21%	62%	-41%	48%	-27%
08	2023 - Spring	5%	54%	-49%	55%	-50%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	49%	-49%	44%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	49%	-49%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	67%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	59%	-59%	63%	-63%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	66%	-46%	66%	-46%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	64%	*	63%	*

III. Planning for Improvement

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

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

The reading deficiency showed the lowest performance, and it is a contributing factor to the other six indicators. This reading deficiency proves to contribute to the high percentage of students at Sumter

Preparatory Academy who scored level 1 on the ELA and Math State Assessments. Historically a high percentage of level 1 and level 2 students are assigned to Sumter PREP Academy.

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

The component that showed the greatest decline from the prior year was level 1 students on ELA statewide assessment. The factors that continued to prevail in this decline were assigning students with reading deficiencies to a consistent certified ELA teacher. In addition, we were able to monitor the student performance with progress monitoring periodically (PM1, PM2 and PM3) along with data chats with the students.

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.

The greatest gap between the state and our school data was seen in 8th grade Math. There is a gap of 62% in level 1 between the state and Sumter Prep Academy results. The main reason for this gap was that the students were unable to have a consistent instructional staff throughout the school year. The current teacher retired after the first semester, and we filled the position with an out of field teacher due to the current teacher shortage that the nation is experimenting. Another contributing factor is an increased reading deficiency in comparison to 6th and 7th grades.

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 a significant decrease in the course failure rate for Math and ELA. A decrease of 64% was seen in ELA and 79% in Math. The grading scale was adjusted to better reflect academic progress of our students. The F grading scale began at 50 as opposed to 0 in a traditional grading scale.

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

The two potential areas of concern are the proficiency of the 8th grade students in ELA and Math statewide assessments. More than the half of the students who are level 1 on both subject areas were in the 8th grade at Sumter Preparatory Academy.

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

Our highest for this upcoming school year are:
1) Standard based instruction
2) Professional Learning
3) Small group instruction
4) Data Chats
5) Positive Behavior Intervention and Support (PBIS)

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

#1. Instructional Practice specifically relating to ELA

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

Only 5% of students were proficient in 8th grade ELA at Sumter PREP Academy. Therefore, Sumter PREP Academy will focus on increasing the number of students who scored proficient in 8th grade ELA.

All students enrolled in Sumter P.R.E.P. Academy receive additional supports based on their individual needs. Teachers will receive additional support through intentional PLCs that will help increase their understanding of the B.E.S.T. Standards which will increase student achievement in English Language Arts in the 2023-2024 school year. Sumter P.R.E.P. Academy's ESSA focus groups are white students and Free and Reduced Lunch students. However, all Sumter P.R.E.P. Academy students require additional tailored and scaffolded supports.

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

The FAST proficiency level in the school district was 24% in 2022-2023 school year. Sumter PREP Academy will increase the FAST proficiency by 19% or more in the school year 2023-2024 to achieve or exceed the district average.

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

The goal will be monitored by daily walkthroughs by administrators, routine professional learning opportunities for teachers to improve instructional delivery, consistent data chats with students to monitor student learning of tested areas and analyzing the data from progress monitoring 1 and progress monitoring 2 as well as i-Ready ELA testing. The data will be analyzed per skills and teachers will assign lessons with i-Ready ELA to focus on the areas that needs improvement and strengths.

Person responsible for monitoring outcome:

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

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

Sumter Prep Academy will train teachers on Learning Focused Strategies, differentiation and flexible group instruction. The administrators will provide coaching with walkthrough data to ensure that ELA and reading teachers are providing evidence-based interventions to improve student learning. In addition, the students will be assessed to identify areas of strengths and needs improvement.

Teachers will utilize a variety of ELA programs to increase proficiency and provide explicit instruction. HMH will be used for core instruction and re-teaching. Accelerated Reader will be used to help increase fluency and build reading endurance of longer text. i-Ready will be used to provide differentiated instruction. Teachers will continue to use high-yield ELA strategies such as marking the text and graphic organizers.

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

The Learning Focused Strategies are evidence-based practices that have yielded 90/90/90 schools throughout the US and abroad. All of the lesson activities are centered around what the students need to know and do, collaborative discussions, key vocabulary, and assessing for learning that yield high performance on standard based instruction. Differentiation and flexible grouping are strategies designed in

the lesson to scaffold, remediate and eliminate misconceptions for students who struggle in reading.

Learning Focused Strategies breaks down in three stages framework. Stage 1 focused on High Performance by connecting standards to instruction, the first stage provides a path to effective teaching and high-performing classrooms. In the second stage, teachers focus on rigor, learning activities, grade-level assignments, and assessments. In the third stage of accelerated learning the students are able to catch up and help them perform at grade level. The third stage is all about ensuring students are successful, so they enjoy a whole year's worth of growth. This framework allow us to focus on the standards, increased the rigor and provide support to Sumter PREP Academy scholars.

LFS is based on research-proven strategies that lead to exceptional student engagement and achievement.
Teachers and staff will utilize the data collected from Progress Monitoring and i-Ready, by using digital resources with text, and selecting the right organizer. The literacy model has supported reading growth beyond LA. The strategies includes new goals when students take an assessment, identifying if they answer the questions from the text organizer (and not the text) correctly and well. Previewing: Ensure kids take a peek at the questions before they read to know what they are looking for to get in front of it, and employ strategies like jotting down keywords. Collaborative planning: Teachers set up critical questions planning for next week's work and are asked, "how frequently are you using text," "are the questions at the correct level of learning" and "are we using text organizers every time with non-fiction text?"

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.
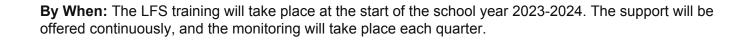
Train and support teachers in LFS.
Monitor and coach with fidelity the implementation of the lesson with walkthrough data.
Administer PM 1 and PM2 and analyze the data.
Meet with the student to help them understand their data and how they can improve.

1. The paraprofessional in classrooms for grades 3-5 to provide additional academic support at least 3 times per week.
2. All students in grades 6-8 utilize the iReady program for ELA 30-45 minutes a week. Intensive Reading students in grades 9-12 will utilize the Read 180 program. Teachers will receive virtual or in-person coaching support each month of the school year for both i-Ready and Read 180 programs.
3. All students participate in the Accelerated Reader Program.
4. Teachers utilize flexible grouping to provide small group instruction for students and provide 90 minutes of dedicated ELA instruction daily.
5. Teachers participate in PLCs and/or data chats twice a month to discuss grade level expectations, refine and extend understanding of high-impact learning strategies, and progress monitor formative student assessments.
6. The school-wide ELA leadership team meets monthly, and its members serve as a grade level point of contact for school focus areas, stands based instructional practices, and a means of communication between administration and instructional staff.
7. Additional 30 minutes added to each day.

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

By When: The LFS training will take place at the start of the school year 2023-2024. The support will be offered continuously, and the monitoring will take place each quarter.

#2. Instructional Practice specifically relating to Math

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

Only 5% of students were proficient in 8th grade Math at Sumter PREP Academy. Therefore, Sumter PREP Academy will focus on increasing the number of students who scored proficient in 8th grade Math.

All students enrolled in Sumter P.R.E.P. Academy receive additional supports based on their individual needs. Teachers will receive additional support through intentional PLCs that will help increase their understanding of the B.E.S.T. MATH Standards which will increase student achievement in Math in the 2023-2024 school year. Sumter P.R.E.P. Academy's ESSA focus groups are white students and Free and Reduced Lunch students. However, all Sumter P.R.E.P. Academy students require additional tailored and scaffolded supports.

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

The FAST proficiency level in the school district was 19% in 2022-2023 school year. Sumter PREP Academy will increase the FAST proficiency by 15% or more in the school year 2023-2024 to achieve or exceed the district average.

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

The goal will be monitored by daily walkthroughs by administrators, routine professional learning opportunities for teachers to improve instructional delivery, consistent data chats with students to monitor student learning of tested areas and analyzing the data from progress monitoring 1 and progress monitoring 2 as well as i-Ready Math testing. The data will be analyzed per skills and teachers will assign lessons with i-Ready Math to focus on the areas that needs improvement and strengths.

Sumter P.R.E.P. Academy will utilize diagnostic data, monthly PLCs, and data chats, as well as formative and summative assessments to monitor the Area of Focus.

Person responsible for monitoring outcome:

Carmen MelendezBeltran (carmen.melendezbeltran@sumter.k12.fl.us)

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

Sumter Prep Academy will train teachers on Learning Focused Strategies, differentiation and flexible group instruction. The administrators will provide coaching with walkthrough data to ensure that Math teachers are providing evidence-based interventions to improve student learning. In addition, the students will be assessed to identify areas of strengths and needs improvement.

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

The Learning Focused Strategies are evidence-based practices that have yielded 90/90/90 schools throughout the US and abroad. All of the lesson activities are centered around what the students need to know and do, collaborative discussions, key vocabulary, and assessing for learning that yield high performance on standard based instruction. Differentiation and flexible grouping are strategies designed in the lesson to scaffold, remediate and eliminate misconceptions for students who struggle in reading.

Learning Focused Strategies breaks down in three stages framework. Stage 1 focused on High

Performance by connecting standards to instruction, the first stage provides a path to effective teaching and high-performing classrooms. In the second stage, teachers focus on rigor, learning activities, grade-level assignments, and assessments. In the third stage of accelerated learning the students are able to catch up and help them perform at grade level. The third stage is all about ensuring students are successful, so they enjoy a whole year's worth of growth. This framework allow us to focus on the standards, increased the rigor and provide support to Sumter PREP Academy scholars.

LFS is based on research-proven strategies that lead to exceptional student engagement and achievement.
Teachers and staff will utilize the data collected from Progress Monitoring and i-Ready, by using digital resources with text, and selecting the right organizer. The literacy model has supported reading growth beyond LA and Math. The strategies includes new goals when students take an assessment, identifying if they answer the questions from the text organizer (and not the text) correctly and well. Previewing: Ensure kids take a peek at the questions before they read to know what they are looking for to get in front of it, and employ strategies like jotting down key mathematical terms. Collaborative planning: Teachers set up critical questions planning for next week's work and are asked, "how frequently are you using student data?," "are the questions at the correct level of learning for the scholar?" and "are we using graphic organizers every time with a new topic?"

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Train and support teachers in LFS.
Monitor and coach with fidelity the implementation of the lesson with walkthrough data.
Administer PM 1 and PM2 and analyze the data.
Meet with the student to help them understand their data and how they can improve.

1. The paraprofessional in the classrooms for all grades to provide additional academic support at least 3 times per week.
2. All students in grades 6-8 will utilize the i-Ready Math program for 30-45 minutes a week.
4. All students utilize Khan Academy on a weekly basis.
5. All students receive a dedicated 90 minute block for math instruction utilizing the district curriculum Savaas.
6. Students use Reflex Math and Frax to work on fact fluency.
7. Students use IXL for additional practice and review of math concepts.
8. Teachers participate in PLCs/data chats twice a month to refine and extend planning for targeted areas of support.

Person Responsible: Carmen MelendezBeltran (carmen.melendezbeltran@sumter.k12.fl.us)

By When: The LFS training will take place at the start of the school year 2023-2024. The support will be offered continuously, and the monitoring will take place each quarter.

#3. Positive Culture and Environment specifically relating to Other

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

Sumter P.R.E.P. Academy strives to move academic needle while also challenging students to strive for a positive RAAAP. A Positive School Culture at Sumter PREP Academy involves a system of expectations that are taught, monitored, evaluated, recognized and celebrated to establish positive norms within the school. We aspire to create a positive school culture that includes leadership and vision; recognizing and celebrating positive behaviors; intervention and support; increasing attendance and academic engagement; and empowerment, employment and entrepreneurship.

SPA utilizes the Positive Behavior Intervention and Support framework where we challenge students to strive for a Positive RAAAP. At SPA, we expect all students to be respectful, accountable, attentive, active and positive. These expectations are recognized and celebrated based on a 3:1 ratio. We believe that students should be recognized weekly three times as much for positive behaviors than they are written up for negative behaviors. We also believe that parents should receive three positive phone calls weekly than they receive phone calls for negative behaviors weekly. These core values allow faculty and staff to build positive relationships with the parents and students at our school. Therefore, creating a positive and safe learning environment.

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

Our goal is for students to receive at least four positive green cards each nine weeks. We also aspire to make 27 positive parents phone call weekly. The teachers, support staff, bus drivers, and bus aides have a goal of writing three positive green cards weekly and an intervening three times for minor behaviors before submitting discipline write-ups to administrators. Lastly, we recognize faculty and staff each nine week who strive for a positive RAAAP.

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

We monitor each four and a half weeks to ensure we are in course to meet our goals. The green cards total that the teachers submit each four and a half weeks are calculated and compared to our goal. The total of green cards that the students have received are entered into their transition tracking form and compared to our goal.

Person responsible for monitoring outcome:

Carmen MelendezBeltran (carmen.melendezbeltran@sumter.k12.fl.us)

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

The PBIS Framework utilized includes research-based strategies to prevent, respond and follow up. The key is to constantly teach and re-teach the school expectations and core values. The main focus is to improve academics while building character. We conduct monthly PBIS meetings to monitor, evaluate and follow up with the school-wide expectations, the behaviors that align with our expectations, academic and behavioral data.

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

The PBIS framework is a system that provides interventions for tier 1, tier 2 and tier 3 students. This framework ensures that appropriate interventions are offered at each tier. Hence, students receive

intentional and effective interventions and support. This framework allows us to continue to build a Positive Response Education Program (PREP).

In addition the PBIS Framework that focuses on behavior includes strategies that we offer in our campus such as counseling services, health resources, and mentoring. The counseling services are offered through for the school substance abuse Prevention Partnership Grant (PPG) and counseling one on one for potentials. The health resources are offered through Youth and Families Alternatives (YFA) to keep students in school and mentoring services where a mentor comes every other week to meet individually with the student in need.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Train and support teachers in PBIS.
Monitor and coach with fidelity the implementation of PBIS by accounting the issued green cards and using Tier 1, Tier 2 and Tier 3 behavioral strategies with MTSS along with Benchmarks of Quality, Self-Assessment Survey, Tiered Fidelity Inventory.
Acquire data and analyze the data.
Meet with the student to help them understand their data and how they can improve behaviorally.

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

By When: The PBIS training will take place at the start of the school year 2023-2024. The support will be offered continuously, and the monitoring will take place each quarter.

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

The process to review school improvement funding is based on the areas of focus. At Sumter P.R.E.P. Academy (SPA), the focus is on improving our performance and learning gains in math and ELA/reading. We also want to continue building a Positive Response Education Program (P.R.E.P.) by providing professional learning opportunities to the faculty and staff. Therefore, we will allocate the funding based on their needs. Since the ESE student population has grown, we are in need of hiring another paraprofessional. Some portion of the funds will be used for salary. In addition, we will appoint funds for Diagnostic testing with i-Ready and/ or Cambium that will allow us to monitor progress and consumables. Finally, we will provide professional learning opportunities for ELA, Reading, and Math teachers throughout the school year. The remaining of the funds will be used for substitutes to allow our teachers to attend the professional learning sessions.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our School Improvement Plan will be disseminated in the following progression. The School Improvement Plan is presented to the faculty and staff of Sumter PREP Academy to decide future roles and responsibilities, necessary revisions, and final drafts to be presented to the SAC. The SIP will be presented to our School Advisory Council, and district liaison. During the SAC presentation, the SIP is approved or recommended for further revisions of the plan. Upon approval, the SIP is presented to the Superintendent and Sumter County School Board for final approval. Upon board approval, the plan is submitted to the state for its final approval. At SPA, we will disseminate the plan once during monthly Parent Engagement Activities called PBIS Parent Breakfast Clubs. During these parent engagement activities, the faculty, staff, students, district administrators, zoned school administrators, business sponsors, and community leaders receive presentations to include the SIP by school leadership while conducting progress monitoring activities.

In addition we held an Annual Meeting during Open House on August 7th, 2023 where a parent friendly version of plan was shared to parents and families. A survey will be administered to parents during the fall and spring during the Parent Advisory Council (PAC) meetings. Parent Communication is held continually using electronic flyers sent with Remind and posted in the school website. It is important to mention that we completed a the Comprehensive Needs Assessment. We identified Sumter PREP Academy strengths and challenges in key areas that affects the student achievement, and also described how we will achieve the identified goals.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The vision of SPA is to provide parents three positive phone calls weekly, we called it the three to one ratio. Each week at SPA, students are recognized for positive behaviors in the form of PBIS positive green cards. At the end of each weeks, the students who have earned a positive green cards are invited to weekly celebrations. The center of these celebrations is to build a culture of recognizing and celebrating students for positive behaviors. After the celebrations have concluded, teachers who have written positive green cards are required to share the positive news to parents prior to the end of school day on the following Wednesday. The positive green card is read verbatim to parents and documented on our PBIS parent phone call logs that are submitted to the Principal for review. Therefore, our school communicates with parents three times as much for positive behaviors weekly, We called it the 3:1 ratio.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The academic programs at Sumter PREP Academy were intentionally strengthen during the hiring process from April to June of 2023. We were intentional about hiring teachers with the following certifications: 6-12 ESE, 6-12 Math, 6-12 English Language Arts, 6-12 Reading. Historically, we had only teacher certified to teach English Language Arts over the past nine years. This year, we have hired a teacher who is certified in 6-12 Math, 6-12 ELA, and ESE; a teacher who is certified in 5-9 ELA and reading endorsed, and a third teacher was hired with reading endorsement and 6-12 ESE. Therefore, this year all of our students enrolled in 6-12 ELA, and 6-12 Math will be taught by a certified teacher! As a consequence of our intentionality, we have strengthen the academic program and increase the amount and quality learning time by strengthening the master schedule with highly qualified instructional staff.

The master schedule also includes virtual hold classes that provides students with opportunities to complete credit recovery courses to improve their grade point average and increase their credits needed to meet promotion and graduation requirements. The students are also enrolled in virtual courses that allows them to accelerate the completion of courses required for promotion and graduation.

In addition, we will utilize lesson focused strategies that are research based to enrich and accelerate the curriculum. These strategies include flexible grouping, differentiation, and progress monitoring. To differentiate instruction, we will add a paraprofessional in the classroom to ensure a 3:1 ratio, a paraprofessional per each three students. Lastly, we will offer professional learning opportunities for i-Ready and IXL. These programs will be implemented by our teachers while they are teaching to supplement and enhance the lesson. i-Ready and IXL are the programs utilized to increase the quality learning time. The goal is to enrich and accelerate the instruction standard based in ELA and Math.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

One aspect of the vision of Sumter PREP Academy is creating a culture of intervention and support. Our School Improvement Plan is developed and coordinated with creating a culture of intervention and support. Specifically, our plan includes offering support to Tier 1, Tier 2 and Tier 3 students. Our Tier 1 and Tier2 students receive interventions and support through Prevention Partnership Grant Reconnect also known as PPG Reconnect. PPG Reconnect is dedicated into strengthening supportive relationships both within the home and the community by guiding at risk youth and their families to a effective recovery program.

Youth and Families will complete and pre and post test to help determine progress. Upon successful completion, the youth and the family will receive a certificate of completion. A 30 day and 60 day follow up call are completed to confirm continued success or issue referrals if needed. The following services are provided to our students as a substance abuse and violence prevention program. The following LifeSkills Training curriculum is used to provide interventions for middle school:

1. Self-Image and Self-Improvement
2. Making Decisions
3. Smoking: Myths and Realities
4. Smoking and Biofeedback
5. Coping with Anxiety
6. Coping with Anger
7. Communication Skills
8. Social Skills (A)
9. Social Skills (B)
10. Resolving Conflicts

The curriculum also include High School Units. The following are the units used to provide support:
1. Risk-Taking and Substance Abuse
2. Managing Stress, Anger, and Other Emotions
3. Healthy Relationships

We partnered with PPG Reconnect to provide support for our student and families. The main goal is to ensure a positive culture.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We conduct monthly threat assessment meetings to address any threat of violence, mental health issues, and early warning signs. We also offer potentials counseling to address substance abuse issues and anger management. PPG Reconnect counseling is utilized as a preventive program for middle school and high school students to offer support to the student and family. Our first period classes serve as mentor classes to assist students with tracking their required transition goals, early warning signs, and state required mental health counseling.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At SPA, we have the Training and Trades program. We are partnering with United Way of Lake and Sumter Counties, Career Source of Central Florida, ManPower Incorporated, and businesses in the community that provide work experiences and/or summer paid internship opportunities. As a result, we have students who have received full time employment offers at the conclusion of the summer internship program called Training and Trades. while at SPA. We have many success stories that we shared with the community, business partners, and all other stakeholders. Our students have received full time employment opportunities from electrical companies, barbershops, Carpet Depot, and the field of education among many others.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Sumter P.R.E.P. Academy, we have implemented the Multi-Tiered Support Systems (MTSS). The instructional staff recommend students who are not progressing academically or show behavior concerns. The Tier 1 interventions at SPA are PBIS School Wide Expectations, School-Wide Recognitions and Celebrations, Trauma Sensitive Classroom, Brain Breaks and the Threat Assessment Team. Upon evaluation, the student is moved to Tier 2. In Tier 2, several academic or behavioral strategies are implemented to ensure the student reaches the goal set such as substance abuse, and anger management counseling, and other classroom assignments. If Tier 2 seems to be insufficient, the student is evaluated based on data collection. When the student is referred to Tier 3 intensive strategies are placed such as Check In/Check Out, Volcano Passes, CAC counseling services and Family Counseling, CCOS. Whenever all strategies are exhausted, then the student is evaluated for any disability.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

During the annual leadership day which is conducted the week before pre-planning, our faculty and staff are presented with a series of questions that reflects the results of parent, student and teacher school climate surveys. The questions are created by the Principal in an effort to receive collaborative feedback on initiatives that will continue to strengthen the strengths and improve the weaknesses of the forementioned surveys. The school climate surveys measure academic, behavior, social, and safety aspects of our school. Professional Learning opportunities are decided based on needs assessments of the Leadership Day. During Pre-Planning teacher received professional learning in the following topics: "Moving Our Vision Forward", Master Schedule/Curriculum Maps, Instructional Resources/Textbooks, Skyward Gradebook/Discipline & ClassLink Training, E-Glass Training, Edgenuity Training, Active Shooter Training, Faculty/Scholar Handbook Presentation, TAT/CIRT Roles and Responsibilities, TEAMS and OneNote Training, 1st Week Procedures/Placement Review Committee, PBIS Implementation Planning and MTSS/BIP Expectations. Throughout the school year, professional learning is provided to improve our teacher's knowledge of the Danielson Framework of Teaching, iReady, Read 180, EduClimber and PBIS.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school is 6-12, therefore this question is not applicable to us.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$10,901.88
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	3001 - Sumter PREP Academy	UniSIG	1.0	$5,302.00
			Notes: Salaries - Paraprofessional 1 part-time 1 8,722.00 Retirement (13.57%) 1,184.00 Medicare (1.45%) and SS (6.2%) 667.00 Workers' COMP (0.37%) 31.00 Paraprofessional will work in classrooms with small groups of students who demonstrate ELA/reading deficiencies on state and district tests. This paraprofessional will utilize evidence-based instructional materials to assist students in their areas of need to close the existing gaps.			
	5100	390	3001 - Sumter PREP Academy	UniSIG	0.0	$3,845.76
			Notes: Substitutes ($160.24/sub/day) 6 subs, 8 days			
	5100	510	3001 - Sumter PREP Academy	UniSIG		$1,754.12
			Notes: Instructional Materials (STEM activities, Literacy enhancement activities, etc.) Curriculum Associates Phonics for Reading - 100 = $854.12 4 Teacher's Editions = $100.00 Lakeshore Reading Kits - 8 @ $100.00 = $800.00			
2	III.B.	Area of Focus: Instructional Practice: Math				$10,902.37
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	3001 - Sumter PREP Academy	UniSIG	1.0	$5,302.00
			Notes: Salaries - Paraprofessional 1 part-time 1 8,722.00 Retirement (13.57%) 1,184.00 Medicare (1.45%) and SS (6.2%) 667.00 Workers' COMP (0.37%) 31.00 Paraprofessional will work in classrooms with small groups of students who demonstrate math deficiencies on state and district tests. This paraprofessional will utilize evidence-based instructional materials to assist students in their areas of need to close the existing gaps.			
	5100	390	3001 - Sumter PREP Academy	UniSIG	0.0	$3,845.76
			Notes: Substitutes ($160.24/sub/day) 6 subs, 8 days			
	5100	510	3001 - Sumter PREP Academy	UniSIG		$1,754.61
			Notes: Instructional Materials (STEM activities, Literacy enhancement activities, etc.) Ready Math Workbooks 75 Student Editions = $1575.00 Ready Math Teacher Ediitons = 7 Teacher Editions = $179.61			
3	III.B.	**Area of Focus: Positive Culture and Environment: Other**				**$24,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	3001 - Sumter PREP Academy	UniSIG		$24,000.00
			Notes: Professional Development (8 days @ $3000/day)			
					Total:	**$45,804.25**

Budget Approval

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

No