

Sumter District Schools

Sumter Prep Academy



2020-21 Schoolwide Improvement Plan

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Sumter Prep Academy

200 CLEVELAND AVE, Wildood, FL 34785

[no web address on file]

Demographics

Principal: James Presley

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: I (%)
ESSA Status	CS&I

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement:

"Teaching Academics, Building Character."

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Presley, James	Principal	The school leadership team consists of the principal, assistant principal and guidance counselor. The role of each member is to establish and maintain a positive, effective learning environment, build a cohesive team, schedule classes within established guidelines to meet individual scholar needs, and supervise the guidance program to enhance individual scholar education and development.
Velazquez, Ricaldo	Assistant Principal	The school leadership team consists of the principal, assistant principal and guidance counselor. The role of each member is to establish and maintain a, positive, effective learning environment, build a cohesive team, schedule classes within established guidelines to meet individual scholar needs, and supervise the guidance program to enhance individual scholar education and development.
Gordon, Lorraine	Guidance 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.

Demographic Information

Principal start date

Wednesday 7/1/2020, James Presley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 1-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: I (%)
ESSA Status	CS&I

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	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	0	2	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 ELA assessment	0	0	0	0	0	0	2	7	4	10	1	2	0	26
Level 1 on 2019 statewide 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

Date this data was collected or last updated

Sunday 8/23/2020

Prior Year - As Reported

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	65%	61%	0%	60%	60%
ELA Learning Gains	0%	58%	59%	0%	58%	57%
ELA Lowest 25th Percentile	0%	47%	54%	0%	51%	52%
Math Achievement	0%	63%	62%	0%	60%	61%
Math Learning Gains	0%	59%	59%	0%	61%	58%
Math Lowest 25th Percentile	0%	49%	52%	0%	52%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	0%	57%	56%	0%	59%	57%
Social Studies Achievement	0%	74%	78%	0%	69%	77%

EWS Indicators as Input Earlier in the Survey													
Indicator	Grade Level (prior year reported)												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	64%	-64%	62%	-62%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	72%	-72%	64%	-64%
	2018	0%	71%	-71%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	69%	-69%	60%	-60%
	2018	0%	67%	-67%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	8%	68%	-60%	55%	-47%
	2018	10%	65%	-55%	52%	-42%
Same Grade Comparison		-2%				
Cohort Comparison		8%				
07	2019	13%	62%	-49%	54%	-41%
	2018	18%	57%	-39%	54%	-36%
Same Grade Comparison		-5%				
Cohort Comparison		3%				
08	2019	0%	47%	-47%	46%	-46%
	2018	4%	49%	-45%	45%	-41%
Same Grade Comparison		-4%				
Cohort Comparison		-18%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	69%	-26%	67%	-24%
2018	0%	70%	-70%	65%	-65%
Compare		43%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	70%	-53%	71%	-54%
2018	19%	70%	-51%	71%	-52%
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	9%	69%	-60%	70%	-61%
2018	0%	74%	-74%	68%	-68%
Compare		9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	12%	62%	-50%	62%	-50%
Compare		-12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	13%	61%	-48%	57%	-44%
2018	0%	63%	-63%	56%	-56%
Compare		13%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	32
Total Components for the Federal Index	5
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
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%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	5
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

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

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

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

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

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Students with disabilities make up 37% of the scholar population at Sumter PREP. The prior year's ESSA data has shown that these scholars met 15% of the federal index and have been below the 41% requirement ESSA calculations. Intensive remediation and supplemental support will lead to increased performance and overall success for the scholar in their academic classes.

Measureable 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.

Person responsible for monitoring outcome: Ricaldo Velazquez (ricaldo.velazquez@sumter.k12.fl.us)

Evidence-based Strategy: Scholars will use the computer programs i-Ready and USA test prep for both ELA and Mathematics twice a week during their virtual hold period for 25 minutes each session. Teachers will instruct scholars on vocabulary through small group instruction to build background knowledge and assist with reading comprehension in both Mathematics and ELA. ELA students will use CommnLit to work on reading comprehension and increase their Lexile levels. Data tracking will be charted in every classroom based on the beginning and mid-year diagnostics. Sumter PREP will use i-Ready for third grade through eighth and Common Lit for ninth through twelfth grade for these diagnostics. This will provide scholars with goals needed for proficiency while also serving as a guide for instruction.

Rationale for Evidence-based Strategy: We believe that the use of these strategies will allow the scholars at Sumter PREP to show increased achievement due to the supplemental support they will receive through the i-Ready, USA test prep and CommonLit programs. This will be monitored through weekly graphing of scores that will allow the scholar to monitor their own progress. By self-monitoring, students will be able to see their progress grow as they advance through the program. Scholars will be acknowledged for success through the Sumter PREP's PBIS program.

Action Steps to Implement

1. Schedule a set time for scholars to use the IXL and I=ready program twice a week for 20 minutes during their virtual hold class.
2. Provide teacher and students with supports implement this strategy (school-based PD, scholars introduction lesson on how to access IXL and i-Ready, and materials for the scholars to track their progress).
3. Teachers and leadership team will monitor fidelity of these interventions.

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

#2. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	African American students account for approximately 31% of the scholar population at Sumter PREP. On the prior year's ESSA, data has shown that these scholars meet 0% of the federal index and have been below the 41% requirement ESSA calculations. Intensive remediation and supplement support will lead to increased performance and overall success for the scholar in their academic classes.
Measureable 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.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Scholars will use the computer program i-Ready for both ELA and Mathematics twice a week during their virtual hold period for 25 minutes. Teachers will instruct scholars on vocabulary to build background knowledge and assist with reading comprehension in both Mathematics and ELA. Springboard is a college and career textbook resource that we utilize through the ELA department. Students are presented with grade-level material and are provided the necessary scaffolds to be able to find success with their ELA work. Scholars will be given tutoring time for core academic classes every Friday to improve scholar performance. Data tracking will be charted in every classroom based on the beginning and mid-year diagnostics. Sumter PREP will use i-Ready for third grade through eighth and CommonLit and USA test prep for ninth through twelfth grade. These diagnostics. will provide scholars with goals needed for proficiency while also serving as a guide for instruction.
Rationale for Evidence-based Strategy:	We believe that the use of these strategies will allow the scholars at Sumter PREP to show increased achievement due to the supplemental support they will receive through the CommonLit, USA test prep, and i-Ready programs. This will be monitored through weekly graphing of scores that will allow the scholar to monitor their own progress. By self-monitoring, students will be able to see their progress grow as they advance through the program. Scholars will be acknowledged for success through the Sumter PREP's PBIS program.

Action Steps to Implement

1. Schedule a set time for scholars to use the IXL, CommonLit, USA test prep and i-Ready program twice a week for 25 minutes during their virtual hold class.
2. Provide teacher and students with supports implement this strategy (school-based PD, scholars introduction lesson on how to access IXL, CommonLit, USA test prep and i-Ready, and Materials for the scholars to track their progress).
3. Teachers and leadership team monitor the fidelity of these interventions.

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

#3. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:

Economically Disadvantaged Scholars make up 94% of the student population of Sumter PREP Academy; this is the largest percentage of our scholar population. The ESSA data from 2018 shows that these scholars met 5% of the federal index and have been below the 41% requirement ESSA calculations. Sumter PREP aims to support these scholars when they are on campus as well at home with various resources we have received and donations from community stakeholders. These supports will combat barriers which cause our scholars to miss school, under-perform in academics, and also hinders their success in meeting requirements to return to their home school.

Measureable Outcome:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Scholars will use the computer programs CommonLit, USA test Predp and i-Ready for both ELA and Mathematics twice a week during their virtual hold period for 25 minutes. Teachers will instruct scholars on vocabulary to build background knowledge and assist with reading comprehension in both Mathematics and ELA. Sumter PREP will promote increased attendance through our Never Be Absent (N.B.A.) program which rewards scholars for good attendance by qualifying for prizes through a partnership with the Orlando Magic. All teachers are trained to use Learning-Focused Strategies which incorporates instructional strategies for improving academic performance. This includes Activating Strategies, Lesson Activities, and Assessment Prompts, Graphic Organizers, and a major assignment as an assessment. The different components of the LFS lesson plan allow for formative assessments to be built into each lesson activity. Also, adding in five Z space science units that will provide scholars with a life-like virtual reality science experience.

Rationale for Evidence-based Strategy:

We believe that the use of these strategies will allow the scholars at Sumter PREP to show increased achievement due to the supplemental supports they will receive through the IXL and Commonlit, USA test prep and i-Ready programs. This will be monitored through weekly graphing of scores that will allow the scholar to monitor their own progress. By self-monitoring, student will be able to see their progress grow as they advance through the program. Scholars will be acknowledged for success through the Sumter PREP's PBIS program. Sumter PREP will also consistently address barriers outside our environment to get the student more engaged in their academic success.

Action Steps to Implement

1. Schedule a set time for scholars to use the IXL, CommonLit, USA test prep and i-Ready program twice a week for 25 minutes during their virtual hold class.
2. Provide teacher and students with supports implement this strategy (school-based PD,

scholars introduction lesson on how to access IXL, CommonLit, USA test prep and i-Ready, and materials for the scholars to track their progress).

3. Teachers and leadership team will monitor the fidelity of these interventions.
4. Faculty will offer services that address barriers the scholar might have in their environment outside of school that may increase absences among scholars.
- 5 One to one student devices which will allow Sumter PREP's Scholars to have access to educational technology to accelerate their learning.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

Part IV: 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 ensuring all stakeholders are involved.

All parent and students were invited to a school-wide orientation. During the orientation, the parents completed paperwork, met the teachers, and received a presentation in regards to the new transition plan that is in place to ensure student success once they return to their zoned school. Teachers call parents weekly to communicate positive behavior cards that their child received for positive behaviors that align with the school-wide expectations and rules. Each

month we will hold a PBS Breakfast Club. During the breakfast club, selected students will be featured. Parents, district staff, zoned school liaisons, the PBS Breakfast business sponsor and any community leaders that are working with the student within the community are invited to attend and support the student with their successes. Sumter P.R.E.P. Academy collaborates with Sonny's "Kids with Character" program to recognize nine (9) scholars bi-weekly who are demonstrating positive behaviors that align with the school-wide expectations and rules. Sumter P.R.E.P. Academy recognizes scholars every Friday with positive behavior cards. In addition, scholars who received a positive behavior card are put in a drawing for a chance to go to Sonny's Real Pit Bar-B-Q for lunch to celebrate their positive behaviors.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3001 - Sumter Prep Academy			\$0.00
			<i>Notes: School Improvement funds to be used when distributed</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3001 - Sumter Prep Academy	Title, I Part A		\$8,000.00
			<i>Notes: Professional development on best practices and strategies used in alternative schools around the country. Value is estimated</i>			
			3001 - Sumter Prep Academy			\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2863		3001 - Sumter Prep Academy	Other		\$7,500.00
			<i>Notes: Funds used in the training and trade program to provide transportation and training for scholars involved in a summer internships. These internships my transition to employment after the 7 week program has concluded.</i>			
					Total:	\$15,500.00